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ABSTRACT

The social skills development unit is designed to supplement career education programs; the program objective is that students will learn social skills in order to find and maintain employment. A sequence of 22 activities or projects exposes students to: resumes, want ads, employment applications, listening and speaking skills, interview conduct, grooming and dress, interpersonal relations, job performance, evaluation, budgeting, promotions, updating job skills, and occupational interests. Objectives, materials, and student activities are outlined for each project with space allotted for teacher evaluation and comments. Some of the student activities involve readings from selected texts and the showing of films and filmstrips (references included). Examples of checklists, questionnaires, records and forms, and other student activity handouts are included throughout the social skills development unit. (EA)

ED 096474

SOCIAL SKILLS DEVELOPMENT

A UNIT IN

CAREER EDUCATION

FOR THE COUNCIL BLUFFS COMMUNITY SCHOOLS

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CE 002 086

Dr. Robert D. Benton, Superintendent
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JUSTIFICATION OF PROGRAM

Career education has been charged with the responsibility of educating for job entry skills. In most cases career education has achieved this objective. There is considerably more to education than just learning skills of the trade. Being socially fit for employment is also very important. This program has as its objective that students will learn social skills in order to find employment, learn on the job skills, and maintain employment.

IMPLEMENTATION OF PROGRAM STRUCTURE

The Social Skills Program is schedules as related instruction with the regular blocks of time for career training. Each career education program devotes approximately five hours per week to related instruction. This will be the time slot for the Social Skills Program. The writing committee estimates the Social Skills Program will run eight weeks.

The first group of students which will participate in this program will be the Cooperative Education Programs. This includes Office Education, Trades and Industry and Distributive Education.

The second group of students which will participate in the Social Skills Program will include Food Service and two other Day Trade Programs. The Day Trade classes will be scheduled at the discretion of the project instructor and related teacher.

One of the basic ideas of this unit is its flexibility and adaptability into the present curriculum structure, therefore, it is important that the project instructor work closely with the other instructors in Career Education.

Any or all portions of this unit may be included when advisable or when the instructor feels it is appropriate to the needs of the students we are serving.

GENERAL OBJECTIVES

1. To help each student know himself as an individual.

2. To help each student develop new patterns of thinking which will be reflected in changes in attitudes and behavior.

3. To help him think critically and keep an open mind in relationship to his occupational goals.

4. To broaden his horizons by exposing him to new career objectives, experiences, people and employment possibilities.

5. To arouse each student's motivation so that he becomes personally involved and interested in pursuing what he needs in the world of work.

6. To help him communicate by developing his abilities to express his thoughts both orally and in writing.

7. To help him develop more flexibility in adjusting to the unexpected in his occupational experiences that may arise.

SPECIFIC OBJECTIVES

1. To be conscious of the characteristics of a well written employment application.
2. To demonstrate the proper conduct for a job interview.
3. To develop the ability to meet and react to people in a variety of business situations.
4. To prepare the student to be flexible in adjusting to fellow workers and the work environment.
5. To recognize appropriate employment dress.
6. To practice a set pattern of good grooming and personal care.
7. To incorporate proper telephone techniques in business and industry.
8. To recognize the sound characteristics of letter and memorandum writing.
9. To be sensitive to good listening practices.
10. To engage in constructive and purposeful verbal communication skills.
11. To participate in a performance evaluation and a self-evaluation for positive gains.
12. To recognize the importance of maintaining your skill in a changing world of work.
13. To determine the possibilities for employment advancement.
14. To value constructive use of time and develop a responsible attitude toward punctuality and absenteeism.

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SEQUENCE OF ACTIVITIES

1. Triple Inventory
2. Resume
3. Personal job interests and capabilities
4. Analyze want ads
5. Write a situation-wanted ad
6. Writing letters of application and memorandums
7. Where to find job openings
8. Employment applications
9. Use of telephone
10. Meeting people
11. Learning to listen
12. Speaking - gossip and bias
13. Conduct during an interview
14. Employment dress
15. Grooming
16. Getting along with fellow workers - conduct and attitude
17. Performance review
18. Budgeting - time and money
19. How to ask for a raise or promotion
20. Maintaining and updating your skills
21. Three areas of occupational interest
22. Student Critique of the unit

PROJECT I TRIPLE INVENTORY

OBJECTIVE: To compile an inventory of your educational background, your work experience, and a personal evaluation of your interests.

INTRODUCTION AND MATERIALS: Mooney Problem Checklist
Kuder Preference Record

STUDENT ACTIVITIES: Read: Chapter 2 - Occupations and Careers

Chapter 2 - Getting a Job with a Future

Write: Prepare an educational background inventory, work experience inventory, and a personal analysis inventory. Refer to pages 11 - 12 for a guide.

TEACHER EVALUATION AND COMMENTS:

PROJECT 2 RESUME

OBJECTIVE: To compile an accurate resume to "show you off."

INTRODUCTION AND MATERIALS: Show several samples of a resume.
Transpariencies from Chapter 4, pages 21 - 31 of
Getting a Job with a Future.

STUDENT ACTIVITIES: Read: Chapter 4 - Getting a Job with a Future
Chapter 9 - Pages 113 - 115 of Occupations and Careers

TEACHER EVALUATION AND COMMENTS:

PROJECT 3 PERSONAL JOB INTERESTS AND CAPABILITIES

OBJECTIVE: To introduce the wide variety of jobs and careers available in the current world of work.

INTRODUCTION AND MATERIALS: Film: Jobs in the World of Work: A Good Place to be.
P 471 - Area XIII Media Center.
References: Occupational Handbook
Encyclopedia of Careers and Vocational Guidance
Records: A Man's World - McGraw Hill Book Company

STUDENT ACTIVITIES: Read: Chapters 3 - Overview of the World of Work - Occupations and Careers
Chapters 4 - Tomorrow's Jobs - Occupations and Careers

Slides: "Here Comes the Future" Butler Associates, I.M.C., Des Moines.

TEACHER EVALUATION AND COMMENTS:

PROJECT 4 ANALYZE WANT ADS

OBJECTIVE: To analyze the expressed and implied wording of the ad and the various ways of following it up.

INTRODUCTION AND MATERIALS: Sample want ads from local newspapers

STUDENT ACTIVITIES: Read: Chapter 9 - pages 108 - 109 Occupations and Careers
Chapter 6 - Getting a Job with a Future

Bring to class: Samples of an open ad, blind ad, and an employment agency ad.

TEACHER EVALUATION AND COMMENTS:

PROJECT 5 WRITE A SITUATION WANTED-AD

OBJECTIVE: To write a situation wanted-ad to advertise your skills.

INTRODUCTION AND MATERIALS: Sample situation wanted-ads from local newspapers displaying the various type prints available.

STUDENT ACTIVITIES: Read: Chapter 7 - Getting a Job with a Future
Chapter9 - page 109 - Occupations and Careers

Write: A situation wanted-ad and specify the type style you desire.

TEACHER EVALUATION AND COMMENTS:

Situation wanted ads

In a situation wanted ad it is the job-seeker who takes the initiative by publicizing his qualifications to prospective employers. We will learn in Chapter 7 how to best phrase the ad, when and where to place it, and the type of ad to use.

Friends and neighbors

It's surprising, isn't it, that this apparently indirect approach should be considered a major source of job procurement? Records show that more than one-third of all job-holders have gotten their leads for employment through recommendations of neighbors, friends, teachers, or school guidance counselors. There is more than a grain of truth in the saying "It's not only what you know but whom you know" that leads you to the job you want.

Direct contact with employers

This phase of the campaign involves compiling a list of firms which are most likely to need your talents and services. Contact with prospective employers may be made by personal visits, written correspondence, or by phone. This approach calls for ingenuity and sustained effort—the same ingredients that are used in merchandising and selling any product or service.

Union business agents

Trade unions serve as free employment agencies for their membership. It is one of the responsibilities of trade unions to match up employers' requests for workers with available applicants.

If you are a member of a union, and are out of work, it is up to you to make your availability known to your union local. Even if you don't hold a union card, it will be worth your while to contact the business agent to discuss qualifications and requirements for union membership.

Civil Service (city, county, state, federal)

There are literally thousands of excellent job and career opportunities in Civil Service—and not nearly enough applicants. Most people are not sufficiently informed about job opportunities in government service and are unaware that they possess the qualifications for the many good jobs open to them. This source of employment is so very important that an entire chapter is devoted to it in this book (Chapter 13). You will learn where to get the latest information on available jobs, and how and where to apply for applications and examinations.

Follow-up of new construction and contact with businesses-to-be

This refers to anticipating job openings with new business enterprises, before such job vacancies are publicly advertised. It involves keeping informed about forthcoming construction and business openings, by following news items in newspapers and trade journals, by observing neighborhood construction, and through word-of-mouth, "inside" information passed on by friends and associates.

We have reviewed some of the major sources of job leads. But, regardless of how you got that lead, your chances for landing the job will be much better if you can present a written statement of your qualifications. That statement is called a résumé and is the subject of the next chapter.

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PROJECT 6 WRITE AN EFFECTIVE APPLICATION LETTER

OBJECTIVE: To write an effective application letter.

INTRODUCTION AND MATERIALS: Handouts: Sample letters of application
Six Steps to Writing an Application Letter
Unit 144 - Letter of Application from Modern Clerical Practice.

STUDENT ACTIVITIES: Read: Chapter 6 - page 43 - 44 - Getting a Job with a Future
Chapter 9 - page 110 - 111 - Occupations and Careers

Answer: A newspaper advertisement by writing a letter of application

TEACHER EVALUATION AND COMMENTS.

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SIX STEPS TO AN EFFECTIVE JOB APPLICATION

1. Establish a point of contact (attract favorable attention).

    A. Physical appearance and arrangement

    B. Statement of nature and purpose

2. Outline your understanding of the requirements of the position (arouse interest with a study of the needs of this specific job opening).

3. Show how your experience and education fit these requirements (sustain interest and stimulate desire for a personal interview, as your qualifications begin to appear valuable).

4. Mention personal qualifications (reinforce desire for a personal interview that will check your application against your actual personality).

    A. Your interest in the employer's type of business

    B. Reasons for leaving your present connection

    C. Personal desires and chief aim or interest

    D. Why you feel you can fill the requirements

5. Give references (reinforce the employer's desire to look further into your qualifications).

6. Make a request for an interview (get action-the result you desire).

LETTERS OF APPLICATION

In answering advertisements or in writing unsolicited *letters of application*, you should try to compose a letter which will have the best chance of bringing you a response.

Contents

Your letter of application should indicate how you have heard of the position, explain why you are interested and feel that you are fitted for the job, and request a personal interview. The present trend is to enclose with the letter a summary of your qualifications.

PERSONAL INFORMATION. **Give your name, address, telephone number, age or date of birth, weight, and height, and state whether you are married or single. It might be advisable to enclose a small, recent photograph.**

EDUCATIONAL BACKGROUND. **List schools attended, date of graduation or of leaving school, major courses, minor courses, honors or awards received, special courses taken that will help on the job, typewriting speed, machines that can be operated, school offices held, club work, excellent attendance or punctuality record, night school, college, or correspondence courses taken.**

WORKING EXPERIENCE. **List all full-time, part-time, summer, and school practical work, including names of em-**

ployers, addresses, exact employment dates, and a short description of work done.

MISCELLANEOUS INFORMATION. Here you may indicate your *hobbies* or any other special features which fit you for the job.

REFERENCES. At least two *references* should be listed. Names, addresses, and telephone numbers of former employers, businessmen, teachers, principals, or religious leaders should be given. Do not use members of your family as references. It is important to obtain permission from your references to use their names.

Appearance

Always use good white bond paper. If a handwritten letter is called for, use blue-black ink and a good fountain or ball-point pen. Otherwise, typewrite your letter. Be certain that the typewriter has a dark ribbon and that the type is clean. Make each heading, such as PERSONAL INFORMATION, stand out clearly by capitalizing or underscoring. Sign your name in ink. Even if you are sending the same letter to several companies, always send an original, never a carbon or mineographed copy.

Effectiveness

Compose your own letter, trying to make it as effective as you can. Do not put any false information in the letter. Your employer is interested in your honesty as well as your preparation. Be certain that the grammar, spelling, punctuation, capitalization, and centering are perfect. Address your letter to the head of the firm or to the personnel manager rather than to the firm itself. You can learn these names by telephoning the company. When your letter is completely set up, have someone such as your English teacher, placement counselor, or a businessman check it carefully.

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PROJECT 7 WHERE TO FIND JOB OPENINGS

OBJECTIVE: To learn the steps in a well coordinated job campaign.

INTRODUCTION AND MATERIALS: Speaker: Local Employment Agency
Booklet: "Looking for a Job" by Turner Career Series

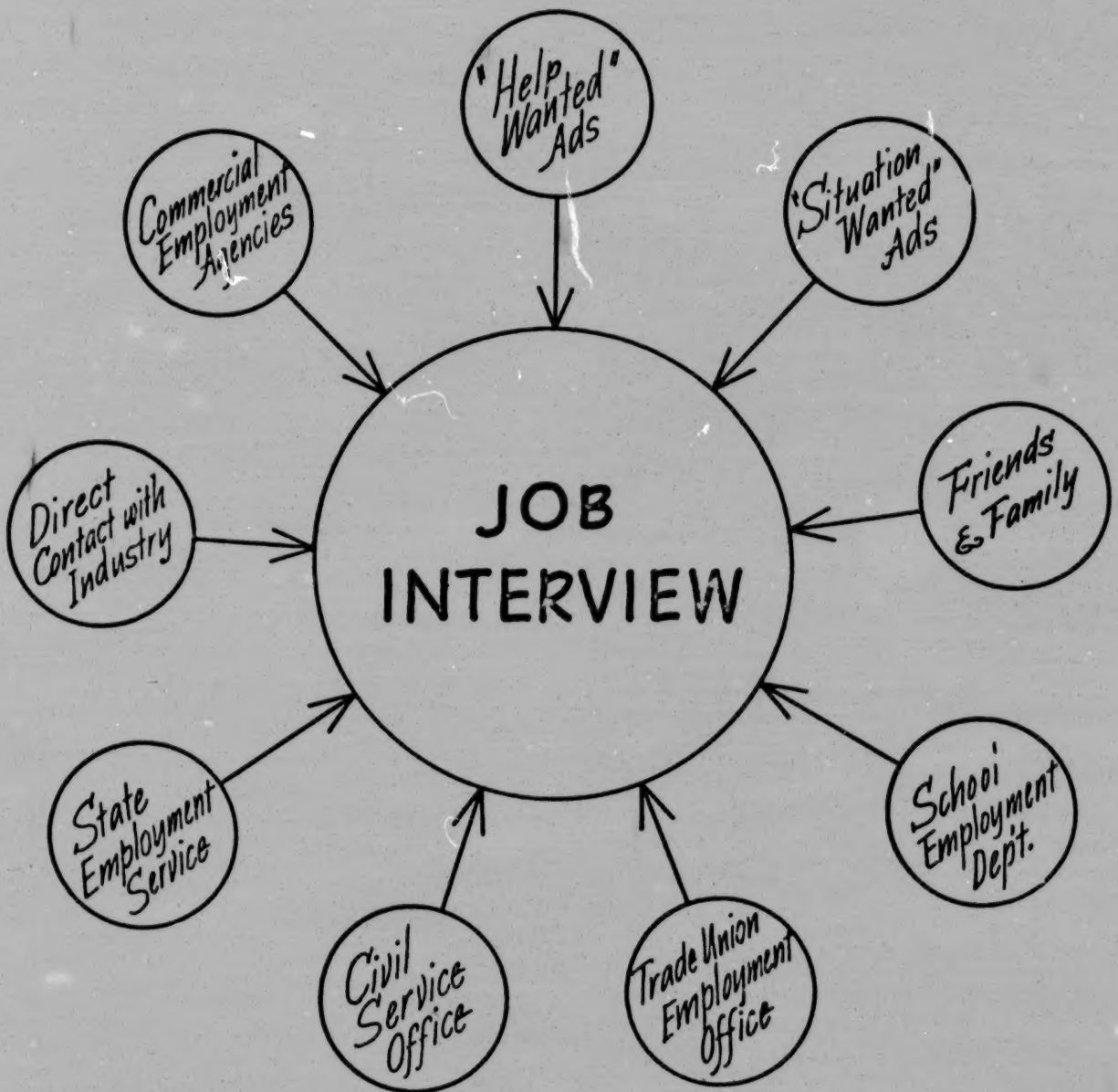
STUDENT ACTIVITIES: Read: Chapter 5 - Occupations and Careers
Chapter 5 - Getting a Job with a Future
Chapter 3 - Getting a Job with a Future - pages 14,15,16

Presentation: By students to students on areas in graphic chart shown on page 15 of Getting a Job with a Future.

Visit: State Employment Service
Civil Service Office

Prepare: Bulletin board regarding current job market

TEACHER EVALUATION AND COMMENTS:



The culmination of your entire job-search campaign is a personal interview. Shown above is a graphic chart which illustrates the major aspects of a well-coordinated job campaign, leading to the interview.

PROJECT 8 EMPLOYMENT APPLICATIONS

OBJECTIVE: To fill out an employment application clearly and correctly. To understand the purpose of the W-2, W-4 forms and Social Security Applications.

INTRODUCTION AND MATERIALS: Film: P 236 Your Job: Applying for it
Film: Harcourt, Brace and World - Getting and Keeping Your First Job
Telephone Reference Check Guide - Form 105 - V.W. Eimicke Associates, Inc., Bronxville, N.Y.

STUDENT ACTIVITIES: Complete an application form, a social security application, and an employees exemption certificate.

TEACHER EVALUATION AND COMMENTS:

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FORM W-4 (Rev. Jan. 1967)
U.S. Treasury Department
Internal Revenue Service

EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Type or print full name _____ Social Security Number _____

Home address _____ City _____ State _____ ZIP code _____

EMPLOYEE:
File this form with your employer. Otherwise, he must withhold U.S. income tax from your wages without exemption.

EMPLOYER:
Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . _____
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" . . . _____
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; If both will be 65 or older, and you claim both of these exemptions, write "2" . . . _____
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . _____
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under instruction 4 on other side.) . . . _____
5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year) . . . _____
6. Add the exemptions and allowances (if any) which you have claimed above and write total . . . ☐
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . $

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled. o40—18—70061-1

(Date) _____, 19____ (Signed) _____

1. NUMBER OF EXEMPTIONS.—Do not claim more than the correct number of exemptions. However, if you expect to owe more income tax than will be withheld, a smaller number of exemptions may be claimed or you may enter into an agreement with your employer to have additional amounts withheld. Note this if you have more than one employer, or if both husband and wife are employed.

2. ITEMIZED DEDUCTIONS.—See Schedule A (Form W-4) for instructions on claiming additional allowances based on large itemized deductions.

3. CHANGES IN EXEMPTIONS.—You may file a new certificate at any time if the number of your exemptions INCREASES.

You must file a new certificate within 10 days if the number of exemptions previously claimed by you DECREASES because:

(a) Your wife (or husband) for whom you have been claiming exemption is divorced or legally separated, or claims her (or his) own exemption on a separate certificate.

(b) The support of a dependent for whom you claimed exemption is taken over by someone else, so that you no longer expect to furnish more than half the support for the year.

(c) You find that a dependent for whom you claimed exemption will receive $600 or more of income of his own during the year (except your child who is a student or who is under 19 years of age).

The death of a wife or a dependent, does not affect your withholding until the next year, but requires the filing of a new certificate. If possible, file a new certificate by December 1 of the year in which the death occurs.

For further information consult your local District Director of Internal Revenue or your employer.

4. DEPENDENTS.—To qualify as your dependent (line 4 on other side), a person (a) must receive more than one-half of his or her support from you for the year, and (b) must have less than $600 gross income during the year (except your child who is a student or who is under 19 years of age), and (c) must not be claimed as an exemption by such person's husband or wife, and (d) must be a citizen or resident of the United States or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone (this does not apply to an alien child legally adopted by and living with a United States citizen abroad), and (e) must (1) have your home as his principal residence and be a member of your household for the entire year, or (2) be related to you as follows:

Your son or daughter (including legally adopted children), grandchild, stepson, stepdaughter, son-in-law, or daughter-in-law;
Your father, mother, grandparent, stepfather, stepmother, father-in-law, or mother-in-law;
Your brother, sister, stepbrother, stepsister, half brother, half sister, brother-in-law, or sister-in-law;
Your uncle, aunt, nephew, or niece (but only if related by blood).

5. PENALTIES.—Penalties are imposed for willfully supplying false information or willful failure to supply information which would reduce the withholding exemptions.

U.S. GOVERNMENT PRINTING OFFICE o40—18—70061-1

Form **W-4E**
Department of the Treasury
Internal Revenue Service

Withholding Exemption Certificate

(For use by employees who anticipate no tax liability for 1970.)

1970

Type or print full name | Social Security Number | Expires (see instructions)

Home address (Number and Street)

City, State, and ZIP Code

Employee.—File this certificate with your employer. Otherwise he must withhold Federal income tax from your wages.

Employer.—Keep this certificate with your records. This certificate may be used instead of Form W-4 by those employees qualified to claim the exemption.

Employee's certification.—Under penalties of perjury, I certify that I incurred no liability for Federal income tax for 1969 and that I anticipate that I will incur no liability for Federal income tax for 1970.

.....
(Signature)

.....
(Date)

Instructions

Who May Claim the Exemption from Withholding of Income Tax.—You may be entitled to claim the exemption from the withholding of Federal income tax if you incurred no liability for income tax for your preceding taxable year and you anticipate that you will incur no liability for income tax for your current taxable year. For this purpose, you incur tax liability if you file a joint return which shows tax. If you are eligible to claim this exemption, your employer will not withhold Federal income tax from your wages. However, this certificate does not affect liability for the Social Security Tax imposed by the Federal Insurance Contributions Act.

When to Claim the Exemption.—File this certificate with your employer as soon as possible.

Liability for Estimated Tax.—If your employer does not withhold income tax from your wages and you incur income tax liability, you may be required to pay estimated tax and be subject to the penalty if it is not paid.

Requirements for Filing Form 1040.—Generally, if you are a single person and your gross income for the year is $1,700 or more or, if you are a married person and your gross income combined with the gross income of your spouse for the year is $2,300 or more and you are entitled to file a joint return, you will be required to file an income tax return.

Multiple Employers.—If you are employed by more than one employer, you may claim the exemption from withholding with each employer, provided that the total of your anticipated income will not cause you to incur any liability for Federal income tax for 1970 and you incurred no liability for Federal income tax for 1969.

Expiration and Requirement of Revocation of the Exemption.—This certificate will expire on April 30, 1971, in the case of an employee who files his income tax return on a calendar year basis, or on the last day of the fourth month following the close of the taxable year in the case of an employee who files his income tax return on a fiscal year basis. You must revoke this exemption within 10 days if, on any day during the calendar year, it is unreasonable to anticipate you will not incur Federal income tax liability for your current taxable year, or on or before December 1, or the first day of the last month of your current taxable year if you do not determine your tax on a calendar year basis, if it is unreasonable to anticipate you will not incur Federal income tax liability for your next taxable year. If you want to discontinue or are required to revoke this exemption, you must file a new Employee's Withholding Exemption Certificate (Form W-4) with your employer.

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APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—If none, draw line—) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME HERE (Do Not Print)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

HAVE YOU COMPLETED ALL 13 ITEMS?

FOR DISTRICT OFFICE USE

FOR DIVISION OF ACCOUNTING OPERATIONS USE

INSTRUCTIONS

It is important that you fill in this form completely. If the information called for in any item is not known, write "Unknown". Print legibly in dark ink or use typewriter.

One Account Number Is All You Ever Need For Social Security And Tax Purposes

1. Your account number card will be issued in the name shown in item 1, unless you wish to have it issued in the name shown in item 2. If you want your Account Number Card to bear the name shown in item 2, attach a signed request to this form.

4. If foreign-born, enter the name of the country in which you were born, in space provided for State.

5. Be sure your age is correctly stated in accordance with the date of birth shown in item 3.

10. If you have ever before applied for or had a social security or railroad retirement number, be sure to mark "Yes" in item 10. If you are not certain that you have had an account number, mark "Don't know". If you have asked for a number before, write the name of the State in which you asked for it. Also write the date on which you asked for it. Be sure to write your number if you know it.

IT IS IMPORTANT THAT ALL PARTS OF ITEM 10 BE COMPLETED

12. If you get your mail in a city, write the street number and name and postal zone number; if in the country, the R F D route and box number; if at the post office, the P O. box number. If there is no such way of showing your mail address, show the town or post office name.

14. Sign your name as usually written. Do not print unless that is your usual way of signing. If you are unable to sign your name, you should make your mark (an X) on left side of the line provided for signature, in the presence of two witnesses who can write. If possible, the witnesses should be persons who work with you. Both witnesses must sign their names in the remainder of the space provided for signature.

* U S GOVERNMENT PRINTING OFFICE 1962 O—634883

To receive proper consideration all questions must be answered.
Please complete this application in your own handwriting.

APPLICATION FOR EMPLOYMENT

Attach recent photograph here.

Date: _____

Name in full: _____ Social security Number: _____
(Last) (First) (Middle)

Married woman give maiden name: _____

Present address: _____ Phone: _____
(Street) (City) (State)

Previous address: _____
(Street) (City) (State)

Are you a U.S. citizen? ____ How long have you lived in this state? _____
In this city? _____

Date of birth: _____ Place: _____ Age last birthday: _____

Marital status: Single Married Separated Divorced Widowed

Dependents: None Self Husband Wife Boys (Number) ____ Girls (Number) ____

Residence: With parents Board Room Rent Own Home

Do you own other real estate? _____ Do you own an auto? _____

Were you ever employed here? _____ From: _____ To: _____

Have you any relatives or friends in our employ? Name: _____ Relationship: _____
Name: _____ Relationship: _____

Physical information: Height: _____ Weight: _____ Have you heart trouble, hernia, kidney trouble, or high blood pressure? _____ Have you ever had TB? _____

Physical defects, if any: Sight _____ Hearing _____ Speech _____

Hands _____ Arms _____ Feet _____ Legs _____

Nature and date of any serious operation or illness: _____

Have you ever had a back injury? _____

In case of accident notify: _____ Phone: _____

Address: _____
(Street) (City) (State)

Kind of work desired: _____ Date available for work: _____

Salary you will consider: _____

What are your qualifications for this work? _____

Are you willing to live wherever you may be sent? _____ What location would you prefer. _____

Have you ever made application for a bond which was refused? _____

Have you ever been arrested? _____ Explain: _____

Are you currently receiving unemployment compensation? _____ If yes, give state: _____

EDUCATION	NAME OF SCHOOL	CITY AND STATE	NO. OF YEARS	DID YOU GRADUATE?	DATE OF LEAVING	MAJOR COURSES OR SUBJECTS
Grammar school						
High school						
College or university						
Business or vocational school						
Other (specify)						

List any honors received: (1) Academic: _____ (2) Other: _____

Are you now studying? _____ Where? _____

What foreign languages do you speak? _____ Read? _____ Write? _____

List special skills you have (typewriting, machine operation, etc.): _____

List the organizations or clubs to which you belong and offices held: _____

What are your hobbies or special interests? _____

Have you served in the Armed Forces? _____ How long? _____

(continued)

Branch:_____ Discharge date:_____ Present status:_____

Rank on entering service:_____ On leaving service:_____

Are you in the reserves or National Guard?_____

Remarks (include campaigns, awards, decorations, etc.):_____

_____

_____

_____

_____

Employer	Nature of your work	Starting date	Starting salary	Date left	Leaving salary	Reason leaving
PRESENT EMPLOYER Address_____ City _____ State _____						
LAST EMPLOYER Address_____ City _____ State _____						
SECOND TO LAST EMPLOYER Address_____ City _____ State _____						

References (do not list relatives)

	Name and Title	Address	Occupation
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Give a detailed description of your previous experience and training. Specify the type of work you have done:

_____

_____

_____

I certify that the information contained in this application is correct to the best of my knowledge. The acceptance of this application does not indicate there are positions open and does not in any way obligate the company.

Signature

Date

HOW TO GET THAT JOB!

Suggestions for applying for employment:

1. Prior to considering employment, give thought to a specific type of work and develop a list of those in your area which have the kind of work in which you are interested or qualified.

2. Learn something of the company to which you plan to apply, the size of the organization the products, and if you are applying for specialized work, learn all you can about the company's activity in your field of interest.

3. Prepare a neat, typewritten resume of the essential facts about yourself, your education and experience. Have these facts clearly in mind prior to the interview.

4. Attempt to learn the name of the employment manager or office manager and ask for him by name when applying.

5. Make certain your personal appearance is very clean and neat. Men should check such items as haircut, shave, clean hands, and polished shoes. Always wear clothes appropriate to the position for which you are applying.

6. When interviewed, appear confident and relaxed. Keep in mind the interviewer is there to help you. Do not talk much except when asked specific questions; it is quite possible to talk yourself out of a job.

7. Be truthful at all times about your education, job experience and abilities. Sit up straight and look directly at the interviewer when talking with him.

8. Keep in mind the receptionist, or other employees, may be a part of the employment team. Make a good impression while waiting for the interview and be polite to everyone you contact at the company.

9. Take time in completing any applications or forms that may be given to you as you will probably be judged to a degree by the completeness and neatness with which you will fill out the forms.

10. Do not apply for work just before the noon lunch period or just prior to completion of the work day, unless you have been given an appointment for such a time. If you have arranged for an interview at a definite time, be prompt.

11. If after talking with the interviewer, you feel you would like to work for the company, tell him so. In addition, thank him for the interview. Your closing remarks may have a definite bearing on the interviewers impression of you.

12. It is good practice to consult an individual before giving his name as a reference.

EDUCATION HAS NO REAL MEANING UNLESS IT IS REFLECTED IN YOUR PERSONAL BEHAVIOR.

YOUR RECORD MAY FOLLOW YOU -- TAKE YOUR JOB SERIOUSLY.

PROJECT 9 USE OF THE TELEPHONE

OBJECTIVE: To use the telephone and understand its place in our work environment.

INTRODUCTION AND MATERIALS: Pamphlet: How to Succeed in Business by Telephone
Telephone Tips
Handout: Taking a message

STUDENT ACTIVITIES: Role playing different telephone situations in business and industry.

TEACHER EVALUATION AND COMMENTS:

TAKING A MESSAGE

What's complicated about taking a phone message? Not much, yet an amazing number of mangled messages agitate the blood pressure of bosses every day. Probably one of the most important things to remember is to *write down the message*, preferably reserving a distinctive note pad for telephone messages. If your office doesn't provide a specially designed telephone message pad, keep a separate pad—perhaps one with colored paper—beside your phone. Never trust a phone message to a stray scrap of paper or the back of an old envelope. Too many harrowing tales have been told about the message that got away—usually because it was thrown by mistake into somebody's wastebasket.

Particularly disturbing can be a too-brief note such as "Call Mr. Harris," especially when the boss can recall no Mr. Harris. "Who's he with? What's his phone number? What does he want?" are disturbing questions that quickly switch any boss's mind from thoughts of how much you deserve a raise.

Your message report should include the following information:

- The name of the caller.
- His firm (or other identifying information).
- His phone number (if your boss should need to call back).
- A brief report of what the caller wanted, anything you might have done to help him, and anything that might still need to be done.
- The date and time of the call—so that in case your boss mistakenly shuffles your message in with other papers, he won't need to worry about when the call came.
- Your name or initials—so that he can check with you if he has any questions.

You'll win friends for yourself and your boss if you maintain a natural and sympathetic attitude. Some girls annoy callers by their officious manner and artificial or stuffy phraseology. The caller is made to feel that so unworthy a one as he is indeed fortunate to be put through to Mr. Big-Big. This is extremely poor public relations. Let your charming manner make even the lowliest caller feel that he is being treated with special consideration.

To _____

Date _____ Time _____

While You Were Out

Mr. _____

Of _____

Phone _____

☐ Telephoned ☐ Please call him

☐ Called to see you ☐ Will call again

☐ Wants to see you ☐ RUSH

Message _____

_____

_____

_____ Operator

T. J. PRINT SHOP

Report of Long Distance Call

When placing call, please fill out blank and send to office immediately. Bill checked from slips.

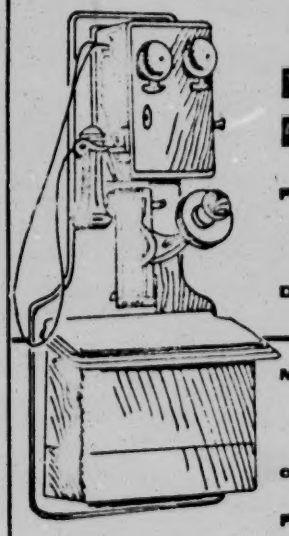
Date _____ City Call _____

Number Called _____

Name of Party Called _____

Call Placed by _____

Organization _____



PHONE MESSAGE

For .....

.....

Date ..... Time .....

Mr. .....

.....

of .....

Phone .....

Message .....

.....

.....

IWCC Print Operator

PROJECT 10 MEETING PEOPLE

OBJECTIVE: To handle yourself effectively when meeting people and various other social and business situations.

INTRODUCTION AND MATERIALS: Film: Job Interview - Three Young Men
Job Interview - Three Young Women from
Area XIII Media Center P55 - P56

STUDENT ACTIVITIES: Exercise 7 & 8 - Group Talk and First Impressions - Human Relations Kit
Exercise 11 - Point of View - Human Relations Kit

TEACHER EVALUATION AND COMMENTS:

PROJECT II LEARNING TO LISTEN

OBJECTIVE: To learn how to become an effective listener in a variety of situations and how to evaluate what you hear.

INTRODUCTION AND MATERIALS: Handout: Ten Commandments for Good Listening
Handout: Listening is a 10-Part Skill

STUDENT ACTIVITIES: Exercise 9 & 10 - Human Relations Kit

TEACHER EVALUATION AND COMMENTS:

TEN COMMANDMENTS FOR GOOD LISTENING

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1. STOP TALKING!

   You cannot listen if you are talking.
   Polonius (Hamlet): "Give every man thine ear, but few thy voice."

2. PUT THE TALKER AT EASE.

   Help him feel that he is free to talk.
   This is often called a "permissive environment."

3. SHOW HIM THAT YOU WANT TO LISTEN

   Look and act interested. Do not read your mail while he talks.
   Listen to understand rather than to reply.

4. REMOVE DISTRACTIONS.

   Don't doodle, tap, or shuffle papers.
   Will it be quieter if you shut the door?

5. EMPATHIZE WITH HIM.

   Try to put yourself in his place so that you can see his point of view.

6. BE PATIENT.

   Allow plenty of time. Do not interrupt him.
   Don't start for the door or walk away.

7. HOLD YOUR TEMPER.

   An angry man gets the wrong meaning from words.

8. GO EASY ON ARGUMENT AND CRITICISM.

   This puts him on the defensive. He may "clam up" or get angry.

9. ASK QUESTIONS.

   This encourages him to show you that you are listening.
   It helps to develop points further.

10. STOP TALKING.

    This is first and last, because all other commandments depend on it.
    You just can't do a good listening job while you are talking.

Nature gave man two ears but only one tongue, which is a gentle hint that he should listen more than he talks.

TEN COMMANDMENTS FOR GOOD LISTENING

1. STOP TALKING!

   You cannot listen if you are talking.
   Polonius (Hamlet): "Give every man thine ear, but few thy voice."

2. PUT THE TALKER AT EASE.

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   Will it be quieter if you shut the door?

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   This encourages him to show you that you are listening.
   It helps to develop points further.

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    You just can't do a good listening job while you are talking.

Nature gave man two ears but only one tongue, which is a gentle hint that he should listen more than he talks.

LISTENING IS A 10 - PART SKILL

1. FIND AREA OF INTEREST

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All studies point to the advantage in being interested in the top under discussion. Bad listeners usually declare the subject dry after the first few sentences. Once this decision is made, it serves to rationalize any and all inattention.

Good listeners follow different tactics. True, their thought may be that the subject sounds dry. But a second one immediately follows, based on the realization that to get up and leave might prove a bit awkward.

The final reflection is that, being trapped anyhow, perhaps it might be well to learn if anything is being said that can be put to use.

The key to the whole matter of interest in a topic is the word USE. Whenever we wish to listen efficiently, we ought to say to ourselves: "What's he saying that I can use? What worthwhile ideas has he? Is he reporting any workable procedures? Anything that I can cash in, or with which I can make myself happier?" Such questions lead us to screen what we are hearing in a continual effort to sort out the elements of personal value. G.K. Chesterton spoke wisely indeed when he said, "There is no such thing as an uninteresting subject; there are only uninterested people."

2. JUDGE CONTENT, NOT DELIVERY

Many listeners alibi inattention to a speaker by thinking to themselves "Who could listen to such a character? What an awful voice! Will he ever stop reading from his notes?"

The good listener reacts differently, and he may well look at the speaker and think, "This man is inept. Seems like almost anyone ought to be able to talk better than that." But from this initial similarity he moves on to a different conclusion, thinking, "But wait a minute...I'm not interested in his personality or delivery. I want to find out what he knows. Does this man know some things that I need to know?

Essentially we "listen with our own experience." Is the conveyer to be held responsible because we are poorly equipped to decode his message? We cannot understand everything we hear, but one such way to raise the level of understanding is to assume the responsibility which is inherently ours.

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3. HOLD YOUR FIRE

Over stimulation is almost as bad as understimulation, and the two together constitute the twin evils of inefficient listening. The overstimulated listener gets too excited, or excited too soon, by the speaker. Some of us are greatly addicted to this weakness. For us, a speaker can seldom talk for more than a few minutes touching upon a pet bias or conviction. Occasionally we are aroused in support of the speaker's point; usually it is the reverse. In either case, overstimulation reflects the desire of the listener to enter, somehow, immediately into the argument.

The aroused person usually becomes preoccupied by trying to do three things simultaneously; calculate what hurt is being done to his own personal ideas; plot the next question to ask the speaker; enjoy mentally all the discomfort visualized for the speaker once the devastating reply to him is launched. With these things going on subsequent passages go unheard.

We must learn not to get too excited about a speaker's point until we are certain we thoroughly understand it. The secret is contained in the principle that we must always withhold evaluation until our comprehension is complete.

4. LISTEN FOR IDEAS

Good listeners focus on central ideas; they tend to recognize the characteristic language in which central ideas are usually stated, and they are able to discriminate between fact and principle, idea and an example, evidence and arguement. Poor listeners are inclined to listen for the fact in every presentation.

To understand the fault, let us assume that a man is giving us instructions made up of facts A to Z. The man begins to talk. We hear fact A and think Fact A, fact A, fact A..."

Meanwhile, the fellow is telling us fact B. Now we have two facts to memorize. We're so busy doing it that we miss fact C completely. And so it goes up to fact Z. We catch few facts, garble several others and completely miss the rest.

It is a significant fact that only about 25 percent of persons listening to a formal talk are able to grasp the speaker's central idea. To develop this skill requires an ability to recognize conventional organizational patterns, transitional language, and the speaker's use of recapitulation. Fortunately, all of these items can be readily mastered with a bit of effort.

5. BE FLEXIBLE

Our research has shown that 100 of the worst listeners thought this notetaking and outlining were synonyms. They believed there was but one way to take notes -- by making an outline.

Actually, no damage would be done if all talks followed some definite plan of organization. Unfortunately, less than half of every formal speech is carefully organized. There are few things more frustrating than to try to outline an unoutlineable speech.

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Notetaking may help or may become a distraction. Some persons try to take down everything in shorthand; the vast majority of us are far too voluminous even in longhand. While studies are not all clear on the point, there is some evidence to indicate that the volume of notes taken and their value to the taker are inversely related. In any case, the real issue is one of interpretation. Few of us have memories good enough to remember even the salient points we hear. If we can obtain brief, meaningful records of them for later review, we definitely improve our ability to learn and to remember.

The 100 best listeners had apparently learned early that if they wanted to be efficient notetakers they had to have more than one system of taking notes. They equipped themselves with four or five systems, and learned to adjust their system to the organizational pattern, or the absence of one, in each talk they heard. If we want to be good listeners, we must be flexible and adoptable notetakers.

6. WORK AT LISTENING

One of the most striking characteristics of poor listeners is their disinclination to spend any energy in a listening situation. College students by their own testimony, frequently enter classes all worn out physically; assume postures which they seem to give attention to the speaker; and then proceed to catch up on needed rest or to reflect upon purely personal matters. This faking of attention is now one of the worst habits afflicting us as a people.

Listening is hard work -- it is characterized by faster heart action, quicker circulation of the blood, a small rise in body temperature. The over-relaxed listener is merely appearing to tune in, and then feeling conscience-free to pursue any of a thousand mental tangents.

For selfish reasons alone one of the best investments we can make is to give each speaker our conscious attention. We ought to establish eye contact and maintain it; to indicate by posture and facial expression that the occasion and the speaker's efforts are a matter of real concern to us. When we do these things we help the speaker to express himself more clearly, and we in turn profit by better understanding of the improved communication we have helped him to achieve. None of this necessarily implies acceptance of his point of view, but it is an expression of interest.

7. RESIST DISTRACTIONS

The good listeners tend to adjust quickly to any kind of abnormal situation; poor listeners tend to tolerate bad conditions and, in some instances, even to create distractions themselves.

We live in a noisy age. We are distracted not only by what we hear, but by what we see. Poor listeners tend to be readily influenced by all manner of distractions, even in an intimate face-to-face situation.

A good listener actively fights distraction. Sometime the fight is easily won -- by closing a door, shutting off the radio, moving closer to the person talking, or asking him to speak louder. If the distractions cannot be met that easily, then it becomes a matter of concentration.

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8. EXERCISE YOUR MIND

Poor listeners are inexperienced in hearing difficult, expository material. Good listeners apparently develop an appetite for hearing a variety of presentations difficult enough to challenge their mental capacities.

Perhaps the one word that best describes the bad listeners is "inexperience." Although he spends 40 percent of his communication day listening to something, he is inexperienced in hearing anything tough, technical or expository. He has for years painstakingly sought light, recreational material. The problem he creates is deeply significant, because such a person is a poor producer in factory, office, or classroom.

Inexperience is not easily or quickly overcome. However, knowledge of our own weakness may lead us to repair it. We need never become to old to meet new challenges.

9. KEEP YOUR MIND OPEN

Parallel to the blind spots which afflict human beings are certain psychological deaf spots which impair out ability to perceive and understand. These deaf spots which are the dwelling place of our most cherished notions, convictions, and complexes. Often, when a speaker invades one of these areas with a word or phrase, we turn our mind to retraveling familiar mental pathways criscrossing our invaded area of sensitivity.

It is hard to believe in moments of cold detachment that just a word or phrase can cause such emotional eruption. Yet with poor listeners it is frequently the case; and evenwith very good listeners it is occasionally the case. When such emotional deafness transpires, communicative efficiency drops rapidly to zero.

Among the words know thus to serve as red flags to some listeners are: mother-in-law, landlord, redneck, sharecropper, sissy, automatior, clerk, income tax, communist, Red, dumb farmer, pin, evolution, squore, punk, rat, etc.

Effective listeners try to identify and to rationalize the words of phrases most upsetting emotionally. Often the emotional impact of such words can be decreased through a free and open discussion of them with friends or associates.

10. CAPITALIZE ON THOUGHT SPEED

Most persons talk at a speed of about 125 words a minute. There is good evidence that if though were measured in words per minute, the most of us could think easily at about four time that rate. It is difficult -- almost painful -- to try to slow down our thinking speed. Thus we normally have about 400 words of thirking to spare during every minute a person talks to us.

What do we do with our excess thinking time while someone is speaking? If we are poor listeners, we soon become impatient with the slow progress the speaker seems to be making. So our thoughts turn to something else for a moment, then dart back to the speaker. These brief side excursions of thought continue until our mind tarries too long on some enticing but irrelevant subject. Then, when our thoughts return to the person talking, we find he's far ahead of us. Now it's harder to follow him and increasingly easy to take off on side excursions. Finally we give up; the person is still talking, but our mind is in another world.

The good listener uses his thought speed to advantage; he constantly applies his spare thinking time to what is being said. It is not difficult once one has a definite pattern of thought to follow. To develop such a pattern we should:

*Try to anticipate what a person is going to talk about. On the basis of what he's already said, as yourself: "What's he trying to get at? What point is he going to make?"

*Try mentally to summarize what the person has been saying. What point has he made already, if any?

*Weigh the speaker's evidence by mentally questioning it. As he presents facts, illustrative stories and statistics, continually ask yourself, "Are they accurate? Do they come from an unprejudiced source? Am I getting the full picture, or is he telling me only what will prove his point?"

*Listen between the lines. The speaker doesn't always put everything that's important into words. The changing tones and volume of his voice may have a meaning. So may his facial expressions, the gestures he makes with his hands, the movement of his body.

Not capitalizing on thought speed is our greatest single handicap. The differential between thought speed and speech speed breeds false feelings of security and mental tangents. Yet, through listening training, this same differential can be readily converted into our greatest asset.

Ralph G. Nichols, Head
Department of Rhetoric
University of Minnesota

PROJECT 12 SPEAKING

OBJECTIVE: To speak clearly, constructively and appropriately in a variety of situations.

INTRODUCTION AND MATERIALS: Role play a speaking situation.
Good example of two people engaged in a conversation
Poor example of two people engaged in a conversation
(include gossip and bias)

STUDENT ACTIVITIES: Students will rate each example
Exercise 12 - 13 Rumor and Bias - Human Relations Kit

TEACHER EVALUATION AND COMMENTS:

Check Your Voice Qualities

Naturally some people have better voices than others; however, there is a great deal each of us can do to improve what might be considered a less than "great" natural voice.

One of the best ways to begin to improve your voice is to first find its weak points by listening to a tape recording of your voice. Tape recorders are fairly common to today's schools and your teacher will assist you in securing the use of one if you are truly interested in improving your voice. Read a page or two from a book or magazine while recording your voice with the tape recorder and then listen to the playback to note the quality and meaning expressed by your voice.

You can use the following rating scale to rate your voice while listening to such a recording or you can ask a fellow student to rate you while you read or speak if a recorder is not available. In turn, you can do the same for another student and in this way you will be helping each other.

First we will deal with the minus qualities which might be present in a person's voice. Rate each of the following ten items with a (1) if the minus quality is ALWAYS present; (2) if it is OCCASIONALLY present; and (3) if it is SELDOM present.

_____ 1. Voice is too loud.
_____ 2. Too many "uhs" in place of natural pauses.
_____ 3. Speak too fast and therefore run words together.
_____ 4. Voice is flat and dull; without inflection.
_____ 5. Have tendency toward lazy speech; slur words.
_____ 6. Awkward hesitations without reason.
_____ 7. Tend to fade out or "run-down" at end of sentences.
_____ 8. Voice is too demanding or dictatorial in nature.
_____ 9. Forced laugh in unnatural way.
_____ 10. Speak in a "sing-song" manner.
_____ TOTAL POINTS

In the above section of minus qualities, a perfect score would be 30, which is to say that the minus qualities listed were SELDOM present in the speaker's voice. It is nearly impossible to say that minus qualities are never present in a person's voice so you should be pleased if these minus qualities are only SELDOM present in your speech. Actually 25 to 30 is outstanding; 19 to 24 would be good; 13 to 18 just fair; and below 13 is unsatisfactory and requires immediate attention.

Check Your Voice Qualities (Continued)

Now we take a look at the plus qualities of a person's voice and the rating scale will be reversed. You score each of the following ten points on a (1), (2), or (3) basis but with the reverse order of (1) for SELDOM; (2) for OCCASIONALLY; and (3) for ALWAYS. This way the final scoring will be the same but it is much better for the plus qualities to be ALWAYS present as opposed to either OCCASIONALLY or SELDOM present.

_____ 1. Voice has good volume.
_____ 2. Speaker talks fluently without hesitation.
_____ 3. Each word is fully pronounced and understandable.
_____ 4. Voice has a melodious quality which enhances listening.
_____ 5. Voice is sharp and clear; words do not run together.
_____ 6. Speaker pauses to give meaning to material.
_____ 7. Steady rhythm without being "sing-song" in nature.
_____ 8. Voice bears friendly tone.
_____ 9. Pleasant, agreeable laugh.
_____ 10. Voice is round and full; resonant.
_____ TOTAL POINTS

In this case the total points will reflect degrees of each of the ten plus qualities from (1) for SELDOM, (2) for OCCASIONALLY, and (3) for ALWAYS. Once again a 30 would indicate the presence of all of the listed plus qualities or an excellent voice. Actually 25 to 30 would be outstanding; 19 to 24 would be good; 13 to 18 just fair; and below 13 would be unsatisfactory.

The important thing to remember is not whether you had a good or a poor score but that you now know where you stand voicewise, and that you can improve by working on your weak points.

Reading aloud is one of the best ways to improve a weak or dull voice. Relax and breathe deeply when you read or speak before a group and you will find that you speak with more feeling and with much greater ease. Perhaps your school has a speech or drama club which you could join to get some extra help in this important area of personal qualities. You will have need of a strong and forceful speaking voice every day of your life so get started on that improvement program today.

PROJECT 13 CONDUCT DURING AN INTERVIEW

OBJECTIVE: To know the correct techniques of a good interview.

INTRODUCTION AND MATERIALS: Handout: How to get that Job
Handout: Interview

STUDENT ACTIVITIES: Chapter 9 - Pitfalls in interviews and how to avoid them.
Chapter 10 - Questions during an interview and how to deal with them. - Getting a Job with a Future.

Chapter 9 - Occupations and Careers - pages 115 - 119

Guest interviewer will come to the classroom and evaluation will be made on a tape recorder for later discussion.

Film: Job Interviews - 3 Young Men
Job Interviews - 3 Young Women (Area 13 Media Center P 55 - P 56)

Filmstrip: Your Job Interview - Harcourt, Brace, & World

TEACHER EVALUATION AND COMMENTS:

INTERVIEWING

AN INTERVIEW IS NOTHING MORE THAN A FORMAL TYPE OF CONVERSATION.

THE FOLLOWING POINTERS CONTRIBUTE TO A SUCCESSFUL INTERVIEW.

1. Make an appointment for a definite time. Suit the time and place to the convenience of the person whom you wish to interview.
2. Plan the interview before you keep the appointment.
3. Dress neatly and cppropriately.
4. Be punctual.
5. Introduce yourself if necessary.
6. State your purpose clearly and briefly. Plan your opening remarks carefully.
7. Explain reasons for any request you make.
8. For information, ask questions that require more than YES - No answers.
9. Speak clearly and correctly.
10. Look directly at the person. Show you are interested.
11. Listen attentively all the time.
12. Remember correctly. Make notes if necessary.
13. Conclude the interview by thanking the person for the help and consideration.
14. Leave immediately.

The interview

Nervous at the prospect of that pending interview? You have a right to be—and what's more, you should be. Everything hinges on the impression you make when you talk to the personnel interviewer or executive for whom you hope to work.

Letters of inquiry, telephone calls, application forms, résumés, recommendations from teachers, friends, or former employers are all very fine and contribute a great deal to your job-hunting campaign. But the interview is the pinnacle, the showdown, the crossroad in your search for a position.

Assuming you have followed the preliminaries suggested earlier, here are some suggestions for tackling the interview *successfully* . . .

Your Appearance This is *not* the time to experiment with a new hair-do, different make-up, and a new ensemble. Select your most attractive, yet conservative, suit or dress, and choose your accessories with care. Go easy on jewelry. Be sure your shoes are well polished, soled, and heeled. Clean out your handbag and carry only such essentials as cosmetics, wallet with Social Security card, a filled pen, sharp pencils, typewriter eraser, small notebook, handkerchief, keys, and a clean pair of gloves.

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A day or two before your interview, dress completely, including your hat, coat, and gloves. Parade before a full-length mirror and notice your posture, walk, and way of sitting. Take off the gloves and coat and sit again. Is your skirt too tight? Is the hemline even and a becoming length? Does your slip show, standing or sitting? Take off your hat and look at your hair. Is it clean, becomingly styled, and unstreaked? Check your hands and fingernails. Please—no vivid or chipped polish! Remember to check your teeth and breath before the zero hour. And skip perfume or cologne entirely.

Your Business Papers We've already mentioned the pen, pencils, and eraser you must take. Be sure you also have a steno pad, preferably unused. Include two copies of your résumé, "just in case." If you have samples of your work—letters, memos, or other business forms done in school; any creative work that has a bearing on the job or firm concerned, letters of recommendation; awards for typing and shorthand—put them in a three-ring binder in some definite sequence.

Your Manners There are certain fundamentals in handling yourself during an interview. Never, never presume to take out a cigarette during an interview. If your interviewer asks whether you would like to smoke, play it safe and say, "No, thank you."

Arrive on time—preferably a few minutes early, so you can sit in the reception room, but not so early that you begin to fidget. If there's any company literature about, read it while you are waiting and store any pertinent information away for possible use during the interview.

When you are ushered into the office, approach the executive's desk confidently and with a smile. Wait to be asked to sit down—and do not offer to shake hands unless he does.

Remove your gloves and slip them into your handbag. Do not put anything on the desk. If you are a twiddler, concentrate on holding your bag and briefcase. Whatever you do, never make the mistake of shopping on your way to the interview. This creates the impression that you do not consider the interview very important and also solves the embarrassing problem of what to do with the package.

Your Responses What will he ask me first? What should I say? Should I ask him about the company, the salary, raises, vacations, and other benefits? If he asks me to take a test, must I? If he offers me the job, must I accept immediately or lose it?

These are only a few of the questions that may be racing through your head as the fatal moment arrives. No one can predict exactly what the interviewer will ask or how he will react.

The best way to be prepared—especially if your interviewing is new to

you—is to enlist the aid of your father, brother, or male business friend to conduct a trial interview. The more who help you, the better, since each one will ask different questions and will react to your replies in a different way. Learn from their reactions and criticisms, take time to develop your answers more fully (or briefly, as the case may be!). Practice jumping from one subject to another, so that you can tell your story without hesitation, exaggeration, or undue modesty.

Remember that the interviewer will set the pace, but he does not want to carry all the burden. Listen carefully and quietly to each question, do not interrupt, think about it for a moment if necessary, and then answer as fully and concisely as possible.

Some men prefer to ask most of the questions in a direct sequence, building up from one point to the next. Your main job then is to answer intelligently, giving a little additional information on which he can build his next question. Others like a more freewheeling approach such as, "Now, Miss Nesbitt, tell me about yourself."

This is your opportunity either to sell yourself—or talk yourself out of the job. The interviewer is not interested in your family tree, hobbies, sports, or hopes for an early marriage. He wants you to give him an informative, logical account of your education, special training, business experience, qualifications, and ambitions.

Remember to keep your voice clear, well modulated, and speak at a moderate—not frantic—rate. Smile and show your interest and enthusiasm—but refrain from being gushy, familiar, or giggly.

Your Test You may very well be asked to take some dictation, and you should welcome the opportunity. Take your time getting out your steno pad and pen, but don't prolong it. Zip the case closed, set your handbag on the floor beside your chair, use the case as your lap desk. When you are all set, smile—and go to it. Take a minute or two to try the typewriter out before starting your transcription. Proofread before removing the letter from the machine, and make any necessary corrections. If you are told to turn the test in as soon as you are finished, do so. Someone may be timing you or checking to see if you pay attention to instructions. Never, never make excuses for your work!

Your Salary Unless you already know the salary offered—and presumably are willing to accept it—do not bring up the question of money until your interviewer does. He may ask what you think you should receive. You do not want to ask for too little, nor do you want to price yourself right out of the job.

If you are a beginner, there is only one answer possible—you will be happy to accept the company's regular salary for beginners. Rest as-

sured that most companies have a definite scale of salaries, based on the type of work, the responsibilities and difficulties that go with it.

If you have worked elsewhere, you face a different problem. The number of years you have worked, the responsibilities you have held, and, most importantly, how you will use them in this job—all have a bearing on your salary. You should have given it considerable thought before starting your job hunt, and you should have checked the "going rate" for girls of your background.

If you do not know how much the company is willing to pay, do not pin yourself down irrevocably, but name the lowest figure you will accept and the highest you can expect, with the comment that you had hoped to find something within that range. If you have done a good job of presenting yourself, your chances of coming out well salarywise are excellent.

Employers like prospective employees who ask intelligent questions about the details of the job, the scope of responsibilities, the opportunities for self-advancement, the people they will be working with, the company goals—so take the opportunity to ask about those things you really should know. But don't waste your interviewer's valuable time with the obvious or trivial.

Your Leave-Taking When the interview is over—and it's generally not hard to tell—ask when you may expect to hear from the interviewer. If he suggests calling Thursday morning, by all means do so, even if you have decided in the meantime that you do not want the job. Always follow up every interview with a short thank-you note, expressing appreciation for the interviewer's time and interest, the hope that you will become a member of the firm, and an indication of when you will call to receive his decision.

If, by any chance, the job is offered to you on the spot, do not hesitate to say that you would like to think it over and telephone him the next day. Never leave anyone "high and dry" without a definite yes or no, if you have promised to call back. The agency you have used will be justifiably annoyed since it reflects on their reputation. And your own reputation will be damaged with the firm that offers you work.

Always take time after every interview to analyze the conversation, looking especially for those places where your answers were weak, indirect, or unsatisfactory in any way. Such thoughtful "reruns" will develop your self-confidence and increase your ability to answer all sorts of questions.

Follow this plan of action for each and every interview, and you will soon find the need for them is over.

PROJECT 14 EMPLOYMENT DRESS

OBJECTIVE: To recognize appropriate dress and know what is acceptable on the job.

INTRODUCTION AND MATERIALS: Handout: Grooming for Men
Handout: Grooming for Women

CLASS ACTIVITIES: Class discussion on appropriate dress for business and industry.

Guest speaker: To stress personal grooming.

Possible guest list: Business College
Homemaking Dept.
Business Leader
Coop Coordinator
Personnel Director

TEACHER EVALUATION AND COMMENTS:

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GROOMING FOR MEN

Clothing Selection

Suits, shirts, socks, ties, coats handkerchiefs, shoes and hats for men are well-standardized. Masculine colors are subdued but a touch of color in a tie, shirt, or handkerchief can be quite effective. To accomplish that "young executive look" and lift his personality as well, a young man needs only to make the proper choice of clothes. He should aim for harmony of ensemble. His tie, hat, shirt, and suit should have a color relation to one another. Bright, gaudy colors are not acceptable for business wear. The pamphlet "What Every Woman Should Know About Men's Fashions," and the chart "Appearance Counts" from The Van Heusen Company should be helpful. The color chart suggested by Curlee Clothes should prove a helpful guide in matching colors.

Choosing Suits. The choice of suit material depends upon the season. The fabric should be fade-proof; and the finish should give style, yet be such that cleaning and pressing will not be a problem. One-hundred percent wool is best for holding crease and for good wearing qualities. Darker suits are easier to combine with shirts and ties and may be used for evening dress when combined with white shirt, dark tie, black hose, and black shoes. A suit with a marked pattern is difficult to combine with a figured shirt. White shirts can usually be worn only one day to work. To be avoided are mix-match combinations with trousers and coats of different material and the high-cut trousers that seem to belt under the armpits.

Men who are underweight should wear lighter colors and loose-fitting jackets. Those who are overweight should favor dark, solid colors and stress vertical stripes. They should avoid suits of plaid or wide-striped material. Large-framed men should wear rough, heavy materials. Small-framed men should choose closely woven, smooth fabrics. Unbroken lines are best for those who are short.

Choosing Shirts. White shirts are always acceptable in business. However, styles in shirt colors vary; and soft pastels and patterned shirts are acceptable in some situations. Cotton material serves best for business hours and is the best bet for sending to the laundry. Collar styles, frequently taken for granted, are an important consideration. The illustration below will help in making a suitable choice (from Fred C. Archer, GENERAL OFFICE PRACTICE, New York: Gregg Publishing Company, 1963, page 35).

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Choosing Ties The tie should harmonize with the shirt and suit Solid-color, knit ties or reps, challis, and foulards in neat stripes, small prints, or solid color are always fashionable Caution should be observed in attempting to match figured ties and patterned shirts

Both shirts and ties should emphasize each man's good points in coloring A pallid complexion requires shirts and ties that give color to the face, while a florid-colored complexion requires shirts and ties that subdue the face coloring.

Choosing Shoes Shoes should be selected for comfort and wearing qualities Leather, plain toe, wing tip, or moccasin-stitched, lace types are best for business. Loafers and sport shoes are unacceptable

Choosing Socks These should harmonize with tie and suit White should not be worn for business

Choosing Hats Hats are not as important as they once were Young men in business, however, are better dressed when they wear appropriate head gear. The hat chosen should be the sort that a gentleman would wear and should be becoming to the shape of the face (from Fred C. Archer, GENERAL OFFICE PRACTICE, New York: Gregg Publishing Company, 1963, page 33).

Black is recommended for heavy duty Brown and gray are also appropriate.

Choosing Coats. The black Chesterfield (single or double breasted) is a good choice, and it can be worn no matter how formal the occasion. Other coats of simple lines and unobtrusive patterns, such as a black-and-gray herringbone coat, are also in good taste. Wearing a dingy, light-colored trench coat or rain coat in good and bad weather gives a business employee a slovenly look.

Choosing Gloves. Gray, black, or natural pigskin is appropriate for almost any business costume

Clothing Care

To look completely well-dressed, everything worn should be clean and pressed. Clean gloves, a well-brushed hat, and a tie without spots are important details of

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the overall good-looking picture. Socks and handkerchiefs should be kept laundered, and underclothing should be changed each day.

Suits should be brushed and hung up after each wearing. All the pockets should be emptied and the coat should be buttoned. If care is taken in hanging the trousers properly the wrinkles will "hang out," the vertical crease will remain sharp, and the horizontal creases (usually caused by throwing the trousers carelessly over a thin wire hanger) will not form. All stains and spots should be removed before pressing.

A clean shirt should be worn each day. Frayed and soiled ends on collars and cuffs should be avoided. Nothing spoils the effect of a well-pressed suit like a soiled shirt and faded, rolled down socks. Ties should be kept clean and free from wrinkles. They should be discarded when they become unsightly.

Since the shape of a hat gives it its style, it should be kept well blocked; and care should be taken to preserve its shape. For this reason, men should be careful to remove soft felt hats by lifting them from the top.

A weekly wardrobe inspection should be made for minor repair jobs--loose buttons, torn pockets, frayed cuffs, open seams or hems. Clothes should be pressed frequently. A man should learn to sew on buttons if there is no one to do it for him.

Checklist for Good Grooming

Bell provides the following checklist for men in her book BUSINESS BEHAVIOR (Mary L. Bell and Ray Abrams, BUSINESS BEHAVIOR, Cincinnati: South-Western Publishing Co., 1956, page 6):

A man is well groomed when:

His body and teeth are clean and free from odor. He uses mouth wash and deodorants.
His skin is clear, not oily, and he is freshly shaven.
His hands have a cared-for look. His fingers are free of nicotine stain; the nails are clean and unchewed.
His hair is neatly trimmed, clean, and combed, not oily and sticky.
His underwear is clean.
His shoes are shined, and the heels are not run down.
His socks are clean and not allowed to wrinkle around his ankles.
His shirt is fresh daily and worn inside his trousers.
His suit is pressed; the trousers are well creased.
No spots stain his clothing.
His tie harmonizes with his shirt and suit.
His clothing fits the occasion and is odorless.
He wears a coat.

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General Guidelines

The entire wardrobe should be selected according to working conditions. The head of the company's executives may be followed. Archer suggests the following list of guiding questions for making wise purchases (from Fred C. Archer, GENERAL OFFICE PRACTICE, New York: Gregg Publishing Co., 1963, page 35):

a. Is it something I really need, or just a novelty that has caught my eye?
b. Does this style suit me?
c. Does it fit?
d. Is the fabric of good quality and easily cared for?
e. Is it well made?
f. Is it comfortable?
g. Does the color look well on me?
h. Will it combine with other clothing I already own?
i. Does the price represent a "good buy"?
j. Can I afford it?

Some things to avoid are:

a. The sweater-sport shoes combination on the job
b. Fads in the color and cut of clothing
c. Extremes in the selection of shoes
d. Loud sport-shirts and extreme clothing designs

Meeting customers and visitors is a part of many office jobs. Even if you have no direct

Proper personal appearance can be achieved without becoming a slave to fads. The office is not the place for party clothes or casual campus attire.

contact with outsiders, they may see you at work. It is important that these visitors get the best possible impression of you and the others on whom they rely for service and satisfaction. A clean, well-groomed, stylish appearance reflects your personal pride and care and will strongly imply that you show equal pride and care in your work.

It takes careful advance planning to make the most of your appearance. The office is not the place for casual campus attire, extreme styles, or party clothes. There is an appropriate way to dress for business, a way based on care—care of oneself personally and care in the selection of clothing. Most young adults who recognize the value of a clean, neat, and well-groomed appearance will be quick to learn how it can be achieved. Consistent attention to the following suggestions is the first requirement for improving your daily appearance.

Posture

Learn to stand and walk tall and erect. If you do, your clothes will look and fit better, you will not tire so quickly, and you will enjoy better health. Good posture is as important for men as for women.

Weight

Snacks and coffee breaks on top of three regular meals can add pounds before you realize it. To look trim, efficient, and alert, keep your weight within the normal limits for your height and bone structure.

Rest and Sleep

The office workweek is getting shorter, but there is more and more work to be done all the

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time. Thus, every office worker has to "step lively" to keep operations moving on schedule. The office is no place for sleepy-eyed or exhausted employees. Young people need eight to ten hours of sleep nightly to perform at full efficiency.

Hygiene

Although office work generally does not involve a lot of physical exertion, normal activity, plus the tension generated by a new job or new projects, requires individual precautions to ensure one's cleanliness and freshness. Working closely with others makes such precautions doubly necessary. Play it safe—bathe every day and use a reliable deodorant.

Hair Grooming

The office demands well-groomed hair, tastefully styled. Neat and simple hairstyles are preferred for girls. Young men would be wise to select conservative hairstyles. A short, fairly close masculine haircut will give a smart, businesslike appearance. Of course, every office worker should have his hair shampooed and trimmed regularly.

Cosmetics

The rule about makeup is this: Keep it simple and keep it natural. The boss didn't hire a movie starlet; he'd like you to look fresh and attractive—but not "painted." And he is concerned mostly with your efficiency; so you should limit your beauty preparation to the ladies' room. Additional time spent before the mirror should not be necessary—and it is frowned upon!

Shaving

Young men are expected to shave every day if they work in an office, and they might as well accept the fact. They should shave in the morning to look their best throughout the day. Additional business activities at night may well justify a second session with the razor; some men keep an electric shaver in their office for just such occasions.

Care of the Teeth

Brush your teeth after every meal if at all possible. If this is not convenient, at least take time to rinse your mouth after you have eaten.

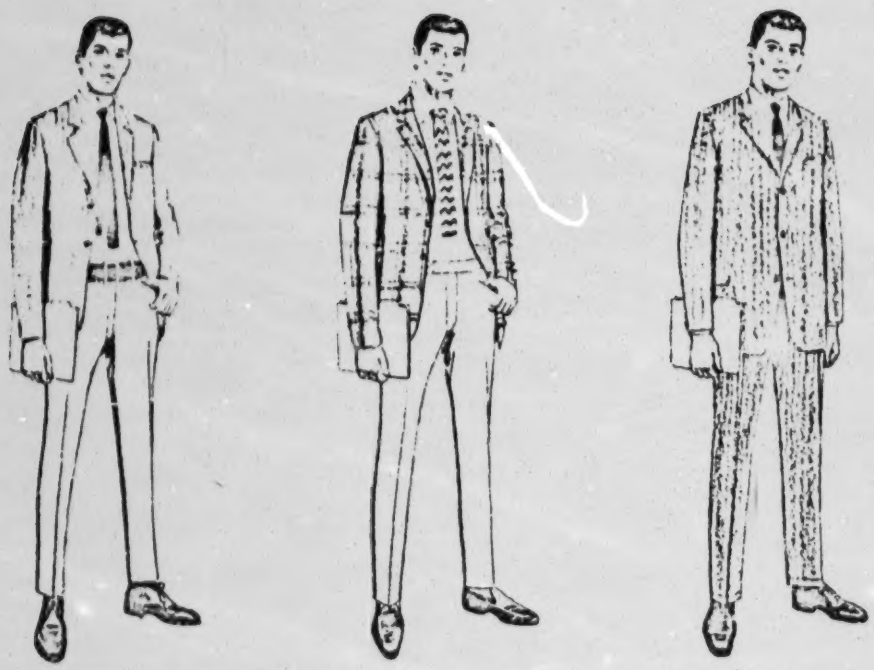
Care of the Hands

Office work means paper work, and smudges and fingerprints on typewritten work may mean retyping. Therefore, clean hands are desirable at all times. Use a cloth or absorbent tissue to wipe your hands if they become damp with perspiration or soiled from dust or ink. Give your hands a good cleaning at coffee-break time and especially after eating. Keep fingernails clean and trimmed to a medium length. Girls—avoid extreme colors in nail polish, such as iridescent pinks or flashy reds.

The second vital requirement in a well-groomed, businesslike appearance is the selection of appropriate clothing.

Appropriate Dress

Conservative styles and colors, durability, and ease of maintenance are the important guides to clothing selection. Your office clothes should look well on you, feel comfortable, and be easy to care for. If you keep simplicity in mind and select classic styles for basic items—coat, jacket, suit, dress—they will not quickly go out of style. If the fabrics are good, your clothes will not wrinkle easily, wear out too soon, or lose their shape when cleaned. Gaudy colors and patterns in shirts, dresses, ties, and so on,



Casual wear may be appropriate for some social occasions, but a neat, conservative suit will make the best impression in business.

are never acceptable for office wear. Young men will be wise to wear dark-toned suits, and girls will find the basic neutral shades—navy, black, brown, gray, beige—to be the most satisfying, as well as a foil for colorful accessories.

The Right Accessories

By simply adding a scarf, a belt, a collar, or some jewelry, you can vary greatly the appearance of a basic dress. But remember, acces-

Careful attention should be given to choosing the correct hat style that is becoming to your shape of face. Which of these hats provide the best balance?

Extreme hairstyles should be avoided in business. Hair that is neat and attractively styled will aid the appearance of the office employee.

sories are meant to add only *a touch* of style or color; a wrong choice, such as too much jewelry or a scarf that clashes, can ruin what would otherwise be an attractive outfit. To learn to choose the right accessories, think of them as doing for your outfit what the right musical accompaniment does for a singer; it is not too loud nor too important—it simply enhances a good performance.

Emergency Apparel

Appearance-minded office workers frequently keep reserve items of apparel at the office for emergencies. Girls find it helpful to keep extra hosiery, handkerchiefs, scarves, and gloves in a desk drawer. A pocket-size plastic raincoat can prevent one's getting drenched in an unexpected downpour at lunchtime or closing time. Young men can always use extra handkerchiefs and rainwear, too. An extra clean white shirt and tie are also useful to freshen up for an unexpected evening appointment or an after-hour training session.

Outerwear

Those heavy coats worn in colder weather may not be visible during working hours, but they are very important to your comfort and effi-

Collar styles are an important consideration when buying a shirt. Make sure the style you choose fits well and is suitable for you.

ciency. First of all, the garments must protect you from the weather. If you lose a lot of time because of colds and other illnesses, you will jeopardize your job. If you fight your illness and come to work anyway, you will probably not perform at full capacity. Garments worn in rainy weather must also provide adequate protection to avoid similar complications.

Clothing Maintenance

Rotate your clothes to give your wardrobe longer wear; not only will your clothes last longer, but you will not tire of them so easily. Brush your dress, suit, or skirt and hang it up after each wearing. Do a weekly wardrobe inspection for minor repair jobs—loose buttons, torn pockets, frayed cuffs, open seams, sagging hems.

To look *completely* well dressed, make sure everything you wear is clean and well pressed. Be sure to keep hosiery and handkerchiefs laundered, and plan a fresh change of underclothing each day. Clean gloves, a well-brushed hat, a clean and orderly handbag, a tie without spots—these are the important details of the overall good-look ng picture. A well-pressed suit cannot keep a young man from looking messy if his shirt is soiled and his socks faded. A young woman in a clean blouse still looks sloppy if her skirt is wrinkled and her stockings have runs. If you want to make a good appearance, pay attention to all details. People tend to have more confidence in a person who looks neat and well groomed!

Clothing Purchases

Before you buy an article of clothing for office wear, ask yourself these questions:

- Is it something I really need?
- Does this style suit me?
- Is it appropriate for office wear?
- Does it fit?
- Is it comfortable?
- Is it well made?
- Is the fabric of good quality? Is it easily cared for?
- Does the color look well on me?
- Will it combine with other clothing I already own?
- Does the price represent a good buy?
- Can I afford it?

If you can answer the above questions honestly, if you read advertisements carefully, if you "shop around" before making your final purchase, and if you really want to make a good appearance, eventually you will develop "clothes sense." Clothes sense means knowing what to wear and when to wear it. If you know *how to buy* clothes, the money you work to earn will never be foolishly spent; if you know *how to wear* clothes, the confidence and comfort that go with a good appearance will be yours—and you will be free to do your best work.

GETTING READY FOR THE JOB YOU WANT

You have now read about the important skills, knowledge, and personal qualities that are sought by employers of office workers. This is the time to have another look at the beginning office jobs listed in Chapter 2—to find positions for which you would be qualified. Setting your sights as early as possible on the position you want permits you to benefit so much more from your school training: you can obtain advice from your instructors on the best plan of preparation for the job you want.

Once you have a definite goal and an organized plan to reach it, you will find it much easier to choose the courses you need. And you can take those courses in the right order. You can tie in your classroom instruction with specific problems about the work that interests you. You even may be able to get a part-time or

summer job to see what office work is really like.

But the outcome of all of your training depends on you. *You* are the one who must apply yourself and strive to get the most from what your school has to offer. Then you can face the job interview with the confidence that you have the best preparation for job success. You stand ready to prove that you have what it takes to meet today's business standards.

REVIEWING YOUR READING

1 Why do you need to know how to speak well and to write well if you plan a business career?
2 "Almost right" isn't good enough when it comes to business figures. Explain.
3 Why is the ability to typewrite regarded as a fundamental skill for most office workers today?
4 How does the ability to write shorthand open new fields of opportunity to the clerical worker?
5 List some advantages of being well trained in office machine operation.
6 If you expect to "go places" in business, what personal traits will help you to do so?
7 Why are the best interests of the firm of paramount importance in one's business judgment?
8 What are some of the privileges the office worker enjoys? Why shouldn't they be abused?
9 Why can an orderly person usually get a lot more work done than a careless worker?
10 Suppose a customer makes a call at an office that is disorderly and disorganized. Why might this customer hesitate to place an order with the firm?

PROJECT 15 GROOMING

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OBJECTIVE: To develop the good grooming habits that are necessary to find and maintain a job.

INTRODUCTION AND MATERIALS: Handout: What is your Personal Etiquette Quotient?
Personal Grooming Checkup (Girls only)
Your good Grooming Checklist (Girls only)
Self-Inventory chart on Health Habits

STUDENT ACTIVITIES: Fill out check lists and discuss results

(Note: Checklists and inventories should not be graded or turned in. Students tend to be more objective when told of this in advance.)

TEACHER EVALUATION AND COMMENTS:

WHAT IS YOUR PERSONAL ETIQUETTE QUOTIENT?

Enter your score in the column to the right of the question. Each YES answer is 1 point, each FREQUENTLY answer is 2 points and each NO answer is 3 points.

DO YOU	Yes	Frequently	No
1. Comb your hair in public?			
2. Apply make-up in public?			
3. Chew gum in public?			
4. File or clean your nails in public?			
5. Forget to say "please" and "thank you"?			
6. Use profane language?			
7. Neglect your personal hygiene so that you sometimes offend others?			
8. Interrupt others when they are speaking?			
9. Generally come late for engagements- including school?			
10. Make a public display of your affections when on a date?			

HOW DO YOU SCORE:

28 - 30	You're an angel - and so nice to be with!
25 - 27	Your halo is slipping - watch yourself?
10 - 24	You lost your halo - better change FAST!

GOOD MANNERS, LIKE BAD ONES, ARE A HABIT; AND THEY HAVE TO BE PRACTICED TO BECOME AUTOMATIC. DON'T WAIT! START WORKING ON YOUR E.Q. NOW.

PERSONAL GROOM CHECKUP

DOES YOUR GROOMING MEET BUSINESS STANDARDS? GIVE YOURSELF A PERSONAL GROOMING CHECKUP. RATE YOURSELF ON EACH ITEM USING A SCALE OF 2 - NEVER, 3 - SELDOM, 4 - USUALLY, 5 - ALWAYS. THEN TOTAL THE NUMBER OF POINTS.

1. Is your hair clean and shining?
2. Does it look neat and attractive ?
3. Do you always clean your face thoroughly before going to bed?
4. Is your make-up skillfully applied?
5. Is your make-up appropriate for your day's activities ?
6. Do you brush your teeth after each meal whenever possible?
7. Do you have a dental checkup regularly?
8. Are your fingernails neatly manicured?
9. Are your nails clean?
10. Is your skin on you hands smooth and soft?
11. Are your underarms free of hair?
12. Do you bathe daily?
13. Do you use an effective deodorant daily?
14. Do you guard against menstraul odors?
15. Are your legs free of noticeable fuzz?
16. Are your heels smooth and uncalloused on your feet?
17. Are your feet neatly pedicured?
18. When you wear perfume or cologne during the day, is it just a faint trace of fragrance?
19. Are your clothes neat and clean?
20. Do you change your undergarments daily?

SCORE: 90 - 100 You meet business standards. 80 - 90 Employers may grudgingly tolerate you. Below 80 Beware! Maybe your best friend should tell you.

YOUR GOOD GROOMING CHECK LIST

MORNING

Exercise
Brush teeth
Mouthwash
Shower or Bath
Deodorant
Body lotion for dry skin
Dusting powder
Cologne

Morning Face Treatment:
- Cleansing
- Freshner or Astringent
- Moisturizer

Make-up
Brush hair - comb, arrange, spray
Dress
Hand lotion

MID-DAY

If possible, cleanse face and apply complete new make-up.
Otherwise, blot face with tissues and freshen make-up.
Check hair - rearrange or comb, as needed.
Brush teeth after lunch.
Reapply cologne - hand lotion.

BEFORE A SPECIAL EVENING DATE

Cleanse face
Massage scalp - set hair dry - use hair spray lightly.
Relax in a fragrant tub bath (bath oil) with a book.
After bath - apply Body lotion for dry skin.
Dusting Powder - Cologne
Evening make-up
Comb out hair
Add perfume to pulse spots - inside of elbows, wrists, behind ears, etc.
Dress

BEDTIME

Wash lingerie, gloves, stockings.
Brush hair thoroughly. Set or use a few pins or clips to hold.
Brush teeth - thoroughly.
Night face treatment: cleansing, freshner or astringent, lubricant or corrective lotion.
Hand lotion.

ONCE A WEEK

Set aside time for Hair conditioning, shampoo, set.
Manicure - Pedicure - Depilation (legs and underarms)
Eyebrow arch - check for strays in brow.
Wardrobe check-up (Decide on the five outfits you will wear to school or work and line them up carefully in your closet by day.)

Health Questionnaire

This questionnaire can be used early in each program. When the students find that you are truly interested in their health, a more friendly atmosphere will develop between them and you. Their replies will also provide you with content for future sessions. Health habits constitute an important area of educational content.

Self-Inventory Chart on Health Habits

FOOD

1. Do I have the daily requirements of essential food elements?
   Yes _____ No _____
2. Do I know what these are? Yes _____ No _____
3. Do I eat three meals daily? Yes _____ No _____
4. Do I eat breakfast? Yes _____ No _____
5. Do I eat at regular hours? Yes _____ No _____
6. Do I eat in between meals? Yes _____ No _____
7. Do I drink liquor OCCASIONALLY? _____ SELDOM? _____
   DAILY? _____
8. Do I eat rich desserts and candy? _____ HOW OFTEN? _____
   HOW MUCH? _____
9. Do I eat at home? Yes _____ No _____
10. Do I eat out? How often? _____
11. Do I do my own cooking? _____ If No, who does? _____

REST

1. Do I go to bed before 12 nightly? Yes _____ No _____
2. How many hours of sleep do I have? _____
3. How many do I need? _____
4. Do I stay up all night? Yes _____ No _____
   How often? Regularly _____ Seldom _____
   Occasionally _____
5. Do I have my own room? Yes _____ No _____
6. If not, how many in my room? _____
7. Do I have privacy? Yes _____ No _____
8. Are my sleeping quarters quiet? Yes _____ No _____

EXERCISE

1. What kind of exercise do I have daily? _____
2. Do I go in for sports? If so, what kind? _____
3. Do I work out in a gym? Yes _____ No _____
4. Do I belong to a recreation center or club? If so, what kind? _____
5. What sport do I like to watch? _____

CARE OF BODY

1. Do I bathe daily? Yes _____ No _____
2. Do I use deodorants? Yes _____ No _____

Women: 3. Do I use hand lotion? _____

Men: 4. Do I use after-shave lotion? Yes _____ No _____

5. Do I go for an annual physical checkup? Yes _____ No _____

HAIR

1. Do I shampoo my hair weekly? Yes _____ No _____
   If not, how often? _____
2. Do I use chemicals on it? _____
   Women: Dyes and bleaches? _____ *Men:* Hair dressings? _____
3. Do I massage my scalp daily? Yes _____ No _____
4. Do I brush my hair daily? Yes _____ No _____

EYES

1. Do I have infections frequently? Yes _____ No _____
2. Do I see a doctor when necessary? Yes _____ No _____
3. Do I need glasses? Yes _____ No _____
4. Have I done anything about it if I do need them?
   Yes _____ No _____
5. Am I ashamed to wear them if I have them?
   Yes _____ No _____
6. Do I have to sit up front in order to see the blackboard?
   Yes _____ No _____

EARS

1. Have I ever had an ear infection? Yes _____ No _____
2. Do I have trouble hearing in either ear? Yes _____ No _____
3. Do I have a habit of poking things into my ears—pencils, etc?
   Yes _____ No _____

TEETH

1. Do I go to the dentist at least twice a year?
   Yes _____ No _____
2. Do I brush my teeth daily? Yes _____ No _____
   How many times daily? _____
3. When did I go to the dentist last? _____

FEET

1. Do I wear shoes that fit properly? Yes _____ No _____
2. Have I ever been to a chiropodist? When? _____
   Why? _____
3. Have I ever had athlete's foot? Yes _____ No _____
4. Do I bathe my feet weekly? Yes _____ No _____

PROJECT 16 GETTING ALONG WITH YOUR FELLOW WORKERS

OBJECTIVE: To get along well with the people you must work with and for.

INTRODUCTION AND MATERIALS: Personality Checkup - Handout
The World of Work - Cassettes 1, 2, 3, 4, 5, 6, 7.

STUDENT ACTIVITIES: Human Relations Kit # 1 & 2 Teamwork
15 Placing Blame
16 Personal Relations
Teamwork Exercise 2 & 18 *

TEACHER EVALUATION AND COMMENTS:

* The World of Work Kit
Educational Resources, Inc.

PERSONALITY CHECKUP	Check One	Yes	Sometimes	No

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RELATIONSHIPS WITH OTHERS
ARE YOU:

1. Friendly toward others?
2. Willing to do something for others without being asked?
3. On time for appointments with others?
4. Loyal to your friends?
5. Willing to accept responsibility?
6. Willing to share your belongings with others?

DO YOU:

7. Use care not to hurt the feelings of others?
8. Do your share of work for family and school groups?
9. Prevent arguements rather than start them?
10. Think ahead about the result of your actions?
11. Try not to take advantage of the good nature of others?
12. Avoid using profane language?
13. Use prudence in your choice of friends?

ATTITUDE TOWARD THE RIGHTS OF OTHERS
DO YOU:

14. Treat animals with kindness?
15. Respect property belonging to others?
16. Respect the good name of others?
17. Share your good fortune with others?
18. Respect parents and other adults?
19. Treat others courteously?
20. Cooperate with the group of which you are a member?

INITIATIVE AND EFFORT TO GET AHEAD
DO YOU:

21. Get a job done without prodding?
22. Readily start projects for the good of the group?
23. Assume leadership of the group activities?
24. Solve problems rather than put them off?
25. See what is needed to be done rather than be told?
26. Initiate new activities yourself?
27. Accept an office in clubs of which you are a member?
28. Refuse to give up in face of a few obstacles?
29. Set high standards and worthy goals, usually achieving them?
30. Have confidence in yourself to be able to do a good job?

HEALTH HABITS
DO YOU:

31. Keep clothing neat and clean?
32. Avoid snacks between meals?
33. Watch your diet to keep your weight within the limits that are right for you?
34. Brush your teeth regularly and see a dentist regularly?
35. Take a bath regularly?
36. Wash your hands before meals?
37. Do adequate exercise to keep physically fit?
38. Keep fingernails well manicured?
39. Get the proper amount of rest, sunshine, and fresh air?
40. Get the benefit of sleep before midnight rather than before noon?

PERSONAL HABITS AND ATTITUDES

DO YOU:

	Yes	Sometimes	No
41. Talk in a moderate tone of voice?			
42. Keep at a minimum the amount of borrowing you do?			
43. Carry on a pleasant conversation with others without monopolizing it?			
44. Find that anything you dish out, you are willing to take?			
45. Tell the truth, so that your word can be depended on?			
46. Consider the feeling of others ?			
47. Refrain from forcing your opinions on others?			
48. Respect other's opinions when they differ from yours?			
49. Have a drive and desire to succeed?			
50. Avoid the use of slang?			

VERSATILITY

DO YOU:

51. Dance easily and gracefully?			
52. Play bridge with reasonable skill?			
53. Play a musical instrument?			
54. Participate in outdoor and indoor sports?			
55. Consider yourself a good driver?			
56. Address a group without being self-conscious?			
57. Typewrite with accuracy and speed?			
58. Like to sing?			
59. Use a firearm or bow and arrow with skill?			
60. Swim; do you have training in lifesaving and first aid?			

MENTAL ALERTNESS

DO YOU:

61. Understand and follow instructions exactly?			
62. Learn from mistakes?			
63. Pay careful attention to instructions?			
64. Investigate problems deeper than is required?			
65. Use judgment to distinguish the unimportant from the important?			
66. React quickly to suggestions for improvement?			
67. Contribute to groups of which you are a member?			
68. Consider all facts and facets of a problem before attempting a solution?			
69. Consider the consequences before you act?			
70. Readily adapt yourself to meet situations and changed conditions?			

PERSONAL APPEARANCE — Yes Sometimes No

DO YOU:

71. Have a ready smile?
72. Keep hair well groomed - clean shaven?
73. Watch diet to prevent skin disorders?
74. Use a deodorant to prevent body odor?
75. Avoid use of excessive make-up or hair oil?
76. Dress in good taste?
77. Keep clothing well pressed at all times?
78. Keep shoes well shined or cleaned?
79. Sit, stand, and walk following the rules of correct posture?
80. Use good taste in matching color of clothes and accessories?

PRODUCTION ABILITY

DO YOU:

81. Tackle tasks with energy?
82. Remain cheerful even though task is somewhat unpleasant?
83. Get instructions straight before starting a job?
84. Organize work for efficiency before starting a task?
85. Work at a steady pace without frequent rest stops?
86. Work up to your capabilities, producing above average?
87. Never sacrifice quality for quantity?
88. Profit by your mistakes, improving as you repeat task?
89. Keep waste and wasted effort to a minimum?
90. Tackle a job the right way rather than the wrong way?

DEPENDABILITY

DO YOU:

91. Require a minimum of supervision to complete assigned tasks?
92. Finish your assignments in the required time and on time?
93. Use moderation when taking advantage of privileges granted?
94. Keep periods of absence from work to a minimum?
95. Do more work than required to do in an emergency?
96. Complete assigned tasks in spite of difficulties and obstacles?
97. Choose the course of action that is honest and morally right?
98. Willingly admit your own mistakes, not blaming others for them?
99. Ask when something seems to be wrong?
100. Keep engagements once they are made?

Perfect Score: 100

Your Score: _____ Yes
_____ Sometime
_____ No

PROJECT 17 PERFORMANCE REVIEW

OBJECTIVE: To show how to evaluate yourself as your employer does. To know the characteristics of a mature person.

INTRODUCTION AND MATERIALS: Handout: Criteria for evaluating Effectiveness of Employees
Handout: Characteristics of a Mature Person

STUDENT ACTIVITIES: Class discussion

TEACHER EVALUATION AND COMMENTS:

Criteria for Evaluating Effectiveness of Employees

1. Punctuality
2. Consideration for others
3. Manifestation of interest in the job
4. Initiative
5. Ability to plan and organize ideas and activities
6. Avoidance of gossip
7. Respect for privacy
8. Ability to listen
9. Ability to accept criticism
10. Loyalty to company
11. Tact
12. Ability to assume responsibility
13. Ability to turn out accurate work
14. Use of channels of communication
15. Appropriate attire
16. Ability to control temper
17. Effective speech
18. Cooperation
19. Ability to cope with frustrations
20. Willingness to learn
21. Understanding one's relationship to company, employer, and employees

Characteristics of a Mature Person

1. He is self-critical.
2. He can accept criticism from others without getting upset. He considers constructive criticism helpful to his future growth.
3. He doesn't sulk or become hostile if he doesn't get his own way.
4. He faces disappointments as part of daily living.
5. He doesn't expect special consideration from anyone.
6. He learns to control his temper.
7. He tries to understand the consequences of his planned actions *before* they are committed. Consideration for others is important to him.
8. He is not hypersensitive.
9. He meets emergencies with poise.
10. He doesn't view everything as either "all good" or "all bad." He is aware of many possible shades of opinions in between.

PROJECT 18 BUDGETING TIME AND MONEY

OBJECTIVE: To emphasize the importance of proper habits in relation to budgeting of time and money.

INTRODUCTION AND MATERIALS:
Cassette: The World of Work #9
Handout: One's Time is his own to Manage
Handout: Using Our Credit Intelligently - National Foundation for Consumer Credit.

STUDENT ACTIVITIES: Compile an appropriate budget for your personal use right now and one year from now -- compare the two from the standpoint of your future full time job and earning potential.

TEACHER REFERENCE: Enjoying Family Living, Chapter 8

TEACHER EVALUATION AND COMMENTS:

One's time is his own to manage

Every person possesses the resource of time. Not many people, however, have the understanding or the skill needed to manage it for their own benefit. You can learn how to make decisions that will help you to do, each day, all the things

you want to do. The joy of living is increased when you are involved in the activities that you want to do. You will increase your understanding of time management if you formulate generalizations as answers to these *questions:*

How much time does a person really have?

What are some of the limitations placed on the use of time?

How can time be used for things that are important?

In what ways can a plan aid in the wise use of time?

Understanding of, and skill in, time management increases as you discover new ideas about it and try them out in your daily life.

The following *suggested activities* are designed to help you and your classmates consider time management as a resource:

Use two minutes for each class member to write down words and phrases that he associates with time. Compile these into a list.

Discuss each of the above words to see if there are differences in individual ways of interpreting the word *time.*

List all the things you must do in a school day, a Saturday, and a Sunday. Estimate the time it takes for each activity listed and calculate how much time you have left in each day.

Write a brief description of how a previous decision placed limitations on the way you used time. Discuss this with your classmates.

Identify the responsibilities you have assumed and analyze how they affect the use of time.

List the priority activities you feel belong to you; list some unnecessary activities that you do. Analyze how these influence the use of time.

List the advantages of a functional plan for the use of time.

Keep a record of all your activities for a week and the time required for each. Record each day the things you did not do that you wanted to do, or needed to do.

Analyze each of the above days to see how you could have accomplished more.

Make a weekly plan for the use of your time, leaving space to add to each day's activities. Evaluate your plan at the end of a week.

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Creating a Budget and Measuring Its Results

BUDGETING, SECRET TO SOUND USE OF CREDIT

KNOWING how to make a budget and stick to it has been the secret of financial stability in literally millions of families. We usually have a pretty good idea what our income will be during the next twelve months and can forecast better than any other peoples in the world what it may be even further in the future. This is a result of the remarkable continuity of employment Americans enjoy.

It has been more difficult to plan how to spend this income so that it provides what we want and need most and so that we waste very little of it.

Certainly those who seek to use their credit with intelligence will be those who at the same time study most carefully the secrets of good family budgeting.

To make a list of the items that will be found in practically every family budget is quite simple. It should include surely these items:[1]

- Food
- Clothing
- Shelter
- Liability Insurance
- Furniture and Home Furnishings
- Car or Transportation
- Life Insurance
- Medical and Dental Care
- Education
- Recreation
- Telephone, Electricity, Gas

[1] Taxes are not separately included in this budget study since income taxes sometimes are withheld in advance (as on wages and salaries) and sometimes not (as in farm income and other cases), sales taxes become really part of the prices we pay, and real estate taxes of young families often are included in the monthly payments they arrange.

watching a young couple work out its budget

Now let us pretend we have had an opportunity to watch a young couple tackle the real job of budgeting.

They had a salary income of $4800 but hopefully looked forward to $5300 in their second year of homemaking. They started at "scratch," so decided on a two year budget plan to let them see ahead a bit. They had a lot to do; furnishings for their home were very important.

First of all, they took stock of what they had and what they owed. The difference between these two, of course, was their total net wealth, often called "net worth." What better first step could there be? This is what they found out. They set up, as bookkeepers would, their first or starting "Balance Sheet."

THE STARTING BALANCE SHEET

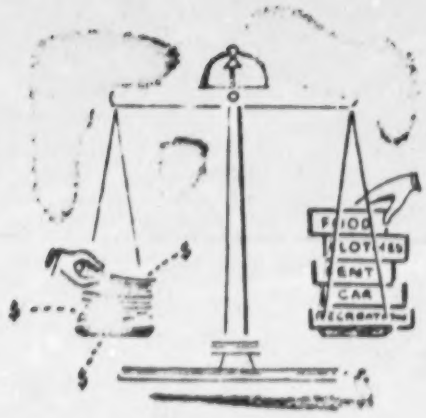
Assets (What they have)		*Liabilities (What they owe) And Their Net Worth*	
Cash in bank	$ 850.00	Owed on Ring	$ 36.00
Cash in pocket	150.00	Their Net Worth	2114.00
Ring & jewelry	300.00		
Car (3 yrs. old)	850.00		
Gross Total of Assets	$2150.00	Total owed and Net Worth	$2150.00

Finding in this way that they were "worth" $2114 to start, they next worked out a budget carefully, a flexible plan but one that they could use as a simple guide against which to consider every substantial temptation to spend from their monthly paycheck.

Let us have a look below at what they prepared —and then shall we analyze each step of their plan?

THE FIRST YEAR'S BUDGET

The Plan is to Spend and Save as Below	The Family Income is $400.00 each month (or $4800 in the year) Each Month		*And In the Year*	
A. *For the Essential Things Quickly Consumed*				
1. Food	85.00		1020.00	
2. Clothing	45.00		540.00	
3. Shelter (either rent or payments on house)	95.00		1140.00	
4. Electricity, Gas, Telephone, etc	20.00		240.00	
5. Church and Gifts	8.00		96.00	
6. Recreation—including weekly spending and saving for summer	20.00		240.00	
7. Small items like kitchenware and other things needed for the home	5.00		60.00	
8. Liability, Accident and Miscellaneous Insurance	15.00		180.00	
Sub Total		293.00		3516.00
B. *To Save for Unknown but Expected Costs, Such as*				
9. Medical and Dental Care	15.00		180.00	
10. Additional Education, Tuition, Books, etc	NONE		NONE	
Sub Total		15.00		180.00
C. *To Accumulate Cash and Other Durable Savings with Asset Values*				
11. Furniture, Carpets, Bedding, Silverware, etc., for the home	25.00		300.00	
12. To be ready to buy a new car in about 2 years (a cash reserve)	35.00		420.00	
13. To pay the final $36.00 for engagement ring ($18.00 for each of the last 2 months)	(18.00)		36.00	
14. Saving—in Cash or Bonds (starting the 3rd month after ring is paid for)	18.00		180.00	
15. Life Insurance	10.00		120.00	
Sub Total		88.00		1056.00
Total Budgeted Expenditures and Savings First Year		$396.00		$4,752.00



we analyze this family's plan

Perhaps we should consider why this couple divided expenditures into three major parts.

First there are the things every family must spend daily, weekly, through each month. Most of these are quickly consumed. At the month end little remains to show except good health, good memories and satisfaction. Everyone recognizes these expenditures—food, clothing, shelter, telephone, light, car insurance and the like—but they have added a provision for recreation, allowances for the "movies," perhaps gasoline, and, if possible, for something saved each month toward a summer vacation.

A sizable vacation fund is difficult in the first year or two while family income is still meager. It would be realistic to assume this family, like many others, will dip into its cash savings for a vacation trip when summer comes—but this should be very carefully considered. Millions of young folk spend vacations in the early years "going back home to visit the folks" until their budgets will stand more expensive travel.

Every family wants to give a reasonable amount to church and charities. They think these gifts are very important, so list them along with things like food and shelter.

The small items like kitchenware, linens, sheets, et cetera, will last beyond the end of the month, of course, but decrease in value fairly quickly, so they hesitated to call these "durables" or assets, and listed them also with essentials that are quickly consumed. They luckily have accumulated a starting supply of these necessary furnishings—from "showers" and wedding presents, but know they must spend some money to supplement and round out what they have.

The second list is short, at least just now, a sort of reserve fund for expenditures that sooner or later must come, the amounts uncertain. They listed two, medical-dental care and education.

In the third category, they provided for expenditures that by nature are on the "savings" side. Of course here will be found their planned cash savings and purchases of savings bonds; but also in this list they could provide for furniture, carpets, bedding, silverware, a refrigerator—all the durable home equipment that should last a long time and retain a real element of value long after the budget year ends.

They wanted to be ready for a new car, not this year but perhaps in another two years when their present car will be five years old or more. It will still have some reasonable "trade-in" value. This then must be a cash reserve. It goes into the savings account in the bank each month, to accumulate. It will be used, added to the car they "trade-in," as their down payment, so monthly payments on the new car can be kept within the limits set by their budget for that year. They had in mind $35 a month as the most they can afford to pay on a car, as far as they now can see ahead—and plan their down payment reserve to make this possible.

Finally, they took care of two $18 payments (in the first two months) to complete the instalments on their engagement ring. The cash savings already mentioned therefore must start in the third month. They allowed $18 a month for the whole year to cover both of these items.

Every young person and family should start early to provide life insurance. Here they roughly figured they would start with a good policy that will protect them to the extent of about $2000, with the advice of their banker or a substantial insurance agent.

All in all, they came out with a budget of $396.00 a month, or $4752 a year, about the amount of the family income.

Watching this couple draw up its budget we realize such calculations must differ from one town or state to another, and also as our individual likes, dislikes, choices and ambitions vary. In fact the young lady just might balk at providing for the two last payments on her ring in this budget.

Can you make a first year family budget to suit your own best interests, to give you the greatest happiness and satisfaction, chosing a reasonable income expectancy to work with?

their "end of the first year" balance sheet

Suppose now this couple has followed its budget through the whole first year. What will its "Balance Sheet" look like as the second year of the marriage commences? What have these young people accomplished?

Here are a few things they did this first year, worth studying for their effect on the family's financial situation.

(1) In the very first month they bought furniture and appliances for $492.50. As a down payment they used $100.00 of their starting cash. They signed an instalment contract for the balance, $392.50, at $26.17 monthly for fifteen months.

In the year they made eleven payments at $26.17 (the first a down payment accounting for the twelfth month). This gives them an equity in their furnishings of $100 + (11 x $26.17), or, $387.87. They still owe four monthly payments or a total of $104.63 which must be taken care of in their second year's budget.

They have used this purchase for a year now. Its market value has depreciated considerably. However, they did not buy it to sell again, so consider only that it has given them about 1/10 of its useful service. They write off 10%, or $49, as depreciation and carry forward as an asset $443.50 in their year-end balance sheet.

(2) Their car is a year older and they "charge off" another $200 for its depreciation, leaving it listed as an asset at $650.00.

(3) They used $100 of their original cash in pocket for miscellaneous things in starting up their family establishment.

(4) They spent only $50 of their medical-dental budget.

(5) They over-spent their monthly budget for furniture by a dollar or so.

(6) They have $420 toward their new car, the $144 they budgeted for "savings" and about $48 by which their income exceeded the original budget.

Now with these notes in mind, let us examine their new Balance Sheet.

THEIR "END OF THE FIRST YEAR" BALANCE SHEET

ASSETS *(What they have)*			**LIABILITIES** *(What they owe And Their Net Worth)*	
Cash in Bank (of the original amount)	$ 750.00		Liabilities — Four month payments of $19.50 each on furniture	$ 78.00
" " " from budget—unspent	244.00			
" " " " " —for car	420.00			
" " " " " —for savings	144.00			
Total Cash in Bank *		$1,558.00	Net Worth	2,833.50
Cash in pocket		50.00		
Ring and jewelry		300.00		
Car (4 yrs. old)		650.00		
Furniture and Furnishings, equity $392.50, less $39.00 depreciation		353.50		
Gross Total of Their Assets		$2,911.50	Total owed and Their Net Worth	$2,911.50

After allowing for depreciation on car and furniture, they are about $719.50 "better off" after their first year of budgeting. They have in effect saved $719.50, a part of which has resulted from their instalment purchase and the regular payments they have made on it. At the year end, true, they owed $78.00 on the purchase, but against this, which shows as a "liability" above, on the asset side they show a net $353.50 on the transaction. One hundred dollars of this of course came from their starting cash, leaving them now $750.00 of their original $850.00.

Note—In later years their life insurance policy will have built up substantial savings or cash value, but not by the end of this, their first year.

* Probably they now will transfer $500 or $600 of this to a *savings account* to earn interest, until it is needed for the new car!

why not make the second year's budget yourself?

Why not make their second year's budget yourself? Here is what they plan to accomplish in year two of their homemaking and this information should enable you to make a very sound and satisfactory plan for them to follow. Use the same general outline as they did for their first year.

- *They hope to earn a little more and count on an income of $5300 (a $500 "raise").*
- *They expect to spend $5 more or $90 a month for food*
- *They think they should plan to set aside $20 per month for medical and dental care.*[1]
- *They want to allow specifically this time $15 per month for further education.*
- *This is the real year for buying the furniture they now know they will need and like, so they plan to spend as much as $35 a month, or, $240 in the year.*[2]

[1] They realize any reserve for medical expense may prove inadequate, but know by careful budgeting they will be in good shape financially to borrow in an emergency.

[2] Naturally since the things they need will cost fairly large amounts, they expect to pay about $35 each month on an instalment purchase, in a store they have chosen carefully.

- *They are uncertain how much this will leave them for cash savings, Government bonds, et cetera, but perhaps you can figure this out for them and put it into their budget.*
- *They would like to start buying a house this year, if you can work provision for this into their budget.*

With these changes they think their second year's budget program will differ little from the first. They do have in mind increasing their life insurance as their family responsibilities grow, but feel this change should wait.

Now will you make up a good budget for them to suit their own ideas and plans?

USING CREDIT WHEN THERE IS CASH IN THE BANK

Certainly you have noticed this family bought $392.50 worth of furniture on the instalment plan when there was $850.00 cash in bank. They only took out $100 of this for a down payment. Why? A credit service charge was included in the $392.50 and it could have been saved by paying cash.

The answer lies in conservative budgeting. It is known that the American families that owe a few billions of dollars on instalment balances, at the same time hold vast cash savings in reserve. So this couple is not at all an exception to custom.

Cash reserves are very comforting, against the unforeseen, the possible emergency. Cash in the bank allows a young worker freedom of thought, freedom from worry and the fear of a financial pinch. It gives one the feeling of substance, assurance that when "the opportunity" comes he need not forfeit it for the lack of a few dollars tucked away. So millions of families much prefer to buy on credit, out of their on-going budget, than to save a few dollars in credit service charges by depleting this vital nest egg. They feel also that the habit of buying out of savings is easy to fall into, much harder to discontinue so long as there are any savings left.

credit buying is not confined to any income group

While we have studied the budget of a family whose income is close to $1800 a year, the fastest growing use of instalment credit now is among families whose income is over $7500 a year.[3] The credit mechanism can be useful to almost all of us, no matter what our income may be. It is for

[3] This is reported by the Federal Reserve System.

us to translate this usefulness intelligently to our own situation, budgeting and making long and short range purchasing and financing plans to a pattern that fits our capacity and objectives.

The consumer credit mechanism is a democratizing element in our economy. Elsewhere in the world many very useful and desirable products and services are not available to all of the people.

In the United States no reasonably creditworthy family is denied any product. This may be the most important of all the values of the consumer credit system we have built up. By this simple device any family, whatever its income bracket, can plan to buy and ultimately obtain some fair share of whatever is made in our factories, whatever service medicine and surgery can perform, whatever educational advantages our schools and colleges offer.

QUESTIONS

1. What is a family budget? List its most common provisions.
2. Define a family balance sheet. Why is a balance sheet helpful in making a good budget?
3. Explain the practical reasons for dividing a budget into at least three sub-sections, and give a heading to each.
4. Consider the family whose finances we have discussed in this Chapter. We have their starting balance sheet, their first year's budget, their balance sheet at the end of one year—and a list of some of the things they want to do in the second year. Draw up a second year's budget for them—and a new balance sheet that will show their accomplishments as the second year closes.
5. Many families buy on the instalment plan when they have sufficient cash in the bank for these purchases. Why do they do so?
6. Among families in what income groups is instalment financing most rapidly increasing?
7. By what reasoning can it be said our Consumer Credit system is a "democratizing element" in the country?

PROJECT 19 HOW TO ASK FOR A RAISE OR PROMOTION

OBJECTIVE: To learn how to ask for a raise or promotion efficiently and effectively and to evaluate timing in the process.

INTRODUCTION AND MATERIALS: Cassettes: World of Work #12 Promotions
#8 Supervisors are Humans, too
Read: Chapter 11, page 64 Helpful Hints on Asking for a Raise

STUDENT ACTIVITIES:

Discuss promotions and interviews

Possible addition to group activity: Human Relations Kit #19 Earning your Pay

TEACHER EVALUATION AND COMMENTS:

PROJECT 20 MAINTAINING AND UPDATING YOUR SKILLS

OBJECTIVE: To realize the significance of keeping abreast in your area and the importance of updating your skills periodically.

INTRODUCTION AND MATERIALS:

Show samples of trade magazines and other periodicals.

STUDENT ACTIVITIES: Read: Chapter 17 What you should know about Training and Apprenticeship Programs - Getting a Job With a Future.

Investigate one or more of the following sources of additional occupational training:

In-Service Training or Industrial Training
Adult Education Evening School
Community College offerings
Vocational-Technical offerings
Four Year College offerings
Apprenticeship Programs
Short Courses - Chamber of Commerce or other sponsoring groups

TEACHER EVALUATION AND COMMENTS:

PROJECT 21 AREAS OF OCCUPATIONAL INTEREST

OBJECTIVE: To establish three fields of career interest and investigate the general requirements, working conditions and employment outlook for them.

INTRODUCTION AND MATERIALS: Filmstrip: How to Study Occupations -(Guidance Club - T.J.Library)
Chapter 11 - Occupations and Careers
Chapters 12 - 19 Exploring the Occupational World- Occupations and Careers

STUDENT ACTIVITIES:

Compile the relative material pertaining to the three career choices you made with consideration of your interests and abilities.

Follow outline on page 137 Parts 1 - 10 in Occupations and Careers

Consider major sources of occupational information on page 141 Occupations and Careers

Refer to: Occupational Outlook Handbook
Dictionary of Occupational Titles
Encyclopedia of Careers
S. R. A. Occupational Briefs

TEACHER EVALUATION AND COMMENTS:

NAME _____

DATE _____

CLASS _____

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Student Evaluation of Social Skills Project. Please answer the following questions with the best possible answer. There may be more than one correct answer.

1. Everyone should use: (a) cologne (b) mouthwash (c) Deodorant (d) all of the above

2. A data sheet is: (a) An outline of your history, including name and address, educational background, employment experience, and references. (b) A job application form (c) A list of grades kept by schools (d) A list of reasons why you want a job, including your income, autobiography, and career goals.

3. When asked by the job interviewer, "What can you do?": (a) Impress the interviewer with your talents. (b) State your experience, such as other jobs you have had and your skills, such as typing. (c) Discuss your career goals. (d) Be modest and do not oversell yourself.

4. A job application blank should be: (a) Read thoroughly before answering (b) Filled out completely and neatly (c) Answered truthfully (d) Completed as described above.

5. When choosing between jobs, one of the major things you want to keep in mind is: (a) The starting salary (b) The long-range opportunities the jobs provide. (c) The hours. (d) The fringe benefits.

6. Every organization expects its employees to: (a) Show up promptly for work. (b) Be polite to others, including fellow workers, supervisors, and customers. (c) Follow through with a task until it is done, after being shown how to do it. (d) Do all of these things.

7. On your first job you should. (a) Be willing to work cheerfully at the beginning jobs to prove yourself. (b) Not expect to make mistakes; therefore, not take any criticism. (c) Plan to boss others around to get the job done. (d) See which tasks you can pass on to others.

8. By knowing your strengths and your skills, you develop self-confidence. This is important in job hunting because a self-confident person (a) Is an optimist (b) Is not shy. He looks and acts as though he has something to offer an employer. (c) Is not "smart-alecky" or superior. (d) Is all of the above

9. A good way to find a job is to: (a) Let your friends and family know you are looking for a job. (b) Talk it over with a vocational instructor or guidance counselor. (c) Keep checking the want-ad sections of the newspapers. (d) Follow all of these steps.

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10. One of the things job interviewers look for is: (a) A clean neat appearance. (b) Good posture, showing alertness and good health (c) Good manners and speech (d) A combination of the above.

11. How do you begin a job interview: (a) Start out by telling about yourself. (b) Begin by talking about the weather (c) Praise something favorable that you have heard about the job. (d) Wait for the interviewer to open the conversation.

12. Why might a job interviewer ask you what your interests are? (a) To get to know you better? (b) To find out how smart you are? (c) To find the job that best matches your interests? (d) To see whether or not you like the same things that other employees like?

13. A job application letter is written: (a) To get an appointment for a job interview. (b) While waiting for the interviewer. (c) During the job interview. (d) As a "thank you" after the job interview.

14. A job application letter is written: (a) Separately for each organization contacted. (b) Once and duplicated for all organizations. (c) In longhand (d) In any of the ways described.

15. During a job interview, you should: (a) Tell as much as you can about yourself and your family. (b) Give all facts showing your qualifications for the job. (c) claim skills that you do not have. (d) Evade answering questions that might embarrass you.

16. How do you go about getting a job? (a) Wait for someone to get one for you? (b) Think about the kind of job you want, make a list of those you hear about, and apply for one of them? (c) Wander around your neighborhood looking for help-wanted signs. (d) Join a group to learn of job openings?

17. A state employment service is one place to visit when seeking a job because: (a) It is a government agency offering a free placement service (b) It is a good place to sign up for a government job (c) It is a private business which charges the employer a fee for finding you o job. (d) None of these.

18. In preparing for a job interview, it is important that: (a) Shoes are polished and in good condition. (b) Hair, face, and hands are clean and well-groomed. (c) Clothing is businesslike, pressed, and brushed (d) All of these things are done.

19. When applying for a job, it is a good idea to: (a) Look natural. Wear everyday clothing. (b) Dress in a businesslike manner. (c) Dress for a party. (d) Be casual.

20. How you speak is important in a job interview. You should: (a) Practice grammar: use complete sentences. (b) Avoid stammering - speak slowly (c) Avoid "uhs" and "ers" (d) Follow all of these suggestions.

TEACHER EVALUATION FORM

1. General comment on student acceptance of the program.

2. Did the students enjoy the projects? Did the student believe they were concrete situations and problems? What did they like and dislike?

3. To what degree of achievement did the skills develop within the student?

4. What were the strengths and weaknesses of the project?

5. What changes would you recommend in the project?

6. Were there ample materials available for you?

7. Other comments:

STUDENT CRITIQUES OF THE COURSE

Please check the degree to which you feel this unit applies to you. Circle your answer.

1. Can you see when this course will help you in your trade?

   High 1 2 3 4 5 Low

   Comments:

2. Was the material presented in this related class applied to your needs?

   High 1 2 3 4 5 Low

   Comments:

3. Was the material presented so that it could be readily understood?

   High 1 2 3 4 5 Low

   Comments:

4. Were the activities helpful in understanding the concepts?

   High 1 2 3 4 5 Low

   Comments:

5. To what degree did you find this unit challenging?

   High 1 2 3 4 5 Low

   Comments:

6. What changes would you recommend in this course?

7. Should this course be offered at any other time during the high school years?

8. Would you recommend this course to other students in other areas? Why

9. Was the material new to you and easily understood? Why or why not?

10. What part of this course did you enjoy most? Explain. What part of this course

TO ESTABLISH AN EFFECTIVE PROGRAM THE FOLLOWING MATERIALS ARE NECESSARY

BOOKS:

How to go About Getting a Job with a Future, J. I. Biegeleisen; Grosset and Dunlap Publishers, New York., $1.95.

Occupations and Careers, S. Norman Feingold, Sol Sweroloff, Webster Division, McGraw-Hill Book Company.

Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, Bulletin No. 1650 (Available in Counseling Center)

Encyclopedia of Careers and Vocational Guidance, Doubleday & Company, Inc., Garden City, New York, (Available in Counseling Center)

SLIDES AND TAPES:

Here Comes the Future, Butler Associates, Inc., 1325 W. Dorothy Lane, Dayton, Ohio 45409, $95.00.

RECORDS:

A Man's Work, McGraw-Hill Book Company, (Available at Area XIII Media Center)

Human Relations Kit, Thiokol, McGraw-Hill Book Company, $170.

FILMS:

Finding the Right Job, P 235 (Available at Area XIII Media Center)
Your Job: Applying for it, P 236 (Available at Area XIII Media Center)
Job and Advancement: On the Move, P 468 (Available at Area XIII Media Center)
Jobs for Women: Where Are you going Virginia? P 467 (Media Center)
Job Interview: Three Young Women P 56 (Media Center)
Job Interview: Three Young Men P 55 (Media Center)
Jobs and their Environments: On the Job P 470 (Media Center)
Jobs in the World of Work-A Good Place to be P 471 (Media Center)

FILMSTRIPS - FROM: Harcourt, Brace and World, 1969 Catalog pp. 52-53.

Jobs for High School Students	$31.50
What you Should Know Before you go to Work	31.50
Preparing for the Jobs of the '70's	31.50
Preparing for the World of Work	31.50
Your Job Interview	31.50
Getting and Keeping your First Job	31.50

FILMSTRIPS: FROM: Q.E.D. Productions, Midwest Visual Ed. Service, Inc., 139 Fourth Street, West Des Moines, Iowa 50265

An Introduction to Vocations
The World of Work
Counseling in Vocational Decisions

FILMSTRIPS - FROM: Jam Handy School Service, Inc., 2781 East Grand Blvd., Detroit, Michigan 48211

Living Right at our Work
Right Choice
Right Attitude
Right Counsel
Right Outlook
Right Leadership

FORMS - FROM: V.W. Eimicke Associates, Inc., Bronxville, New York 10708
Application for Employment
Interview Report
Telephone Reference Check Guide

FORMS: Available from Council Bluffs Post Office
Withholding Exemption Certificate W-4E Form
Employee's Withholding Exemption Certificate W-4 Form
Application for Social Security Number SS-5 Form

TESTS - FROM: Science Research Associates, 57 West Grand Avenue, Chicago, Illinois
Kuder Preference Record - Student Booklet
Kuder Preference Record - Profile Sheets
Kuder Preference Record - Answer Sheets
Kuder Preference Record - Teacher Manual

TEST - FROM: The Psychological Corporation, 304 East 45th Street, New York 17, N.Y.
Mooney Problem Check List - Student Booklet
Mooney Problem Check List - Teacher Guide

BOOKLETS - FROM: A.T. & T. and Associated Companies (Free)
Tips for Succeeding in Business by Telephone